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ABSTRACT

This material is designed to implement instructional programs from kindergarten through the 12th grade. Competency goals and performance indicators are identified by grade level categories. Goals are defined as the ends toward which a student's learning is directed and performance indicators as reasonable measures of progress. Goals and performance indicators are listed for the following subjects: (1) cultural arts; (2) educational media; (3) healthful living; (4) languages; (5) mathematics; (6) reading; (7) science; (8) social studies; and (9) exceptional children. (JD)

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Competency Goals and Performance Indicators K-12

Instructional Services / North Carolina Department of Public Instruction

ED180977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Foreword

The mission of our instructional staff is to promote the growth and development of *every* boy and girl, grades K-12, through good instruction. We believe: (1) that schools should help students, as individuals, to become competent in the basic skills, to become resourceful and responsible for their own decisions, and to become self-respecting contributing members of a democratic society; (2) that teachers should have high academic competence, an enthusiasm for learning and teaching, and a sincere respect for the worth and dignity of each person; (3) that an environment should be available to each school-age child in which adequate resources are provided and used to optimal advantage, in which there is a belief that all students can and should learn to the degree they are able, and in which each student will experience success which will spur him or her on to greater achievement; (4) that "the people have a right to the privilege of an education and that it is the duty of the state to guard and maintain that right."

With this philosophy and our knowledge of the principles of child growth and development, we can then plan appropriate curricula and implement sound instructional programs which address the varied needs, abilities, and aspirations of the youth in our schools.

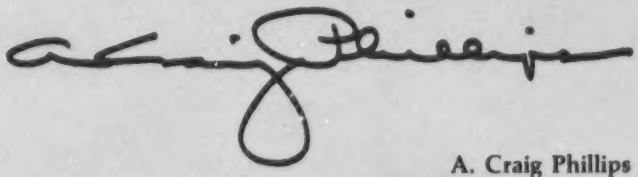
In March of 1977, the State Board of Education approved the *Course of Study for Elementary and Secondary Schools K-12* as North Carolina's official program of studies for each of the various subject areas and courses taught in the elementary and secondary schools of the state. Its format emphasizes learning outcomes—knowledge/content and learning objectives in terms of attitudes, concepts, and skills.

This publication of Competency Goals and Performance Indicators is designed as a follow-up and companion to the Course of Study, offering more specificity to the content of the curriculum and some suggestions to instructional personnel as they make more definitive curriculum and instructional plans for their students. It is part of our full spectrum of curriculum materials and services which includes:

1. *Curriculum—Perspectives, Relationships, Trends,* a conceptual framework for curriculum and program development;
2. *Course of Study for Elementary and Secondary Schools K-12,* an outline of content taught in the several subject areas and courses offered by our schools;
3. Competency Goals and Performance Indicators, as presented in this publication;
4. The curriculum and/or instructional guides and various other resource materials provided by the divisions of the Instructional Services area of the Department of Public Instruction.

Using these and other locally available resources, school systems, schools, and teachers can plan curricula and instructional programs appropriate for students they serve.

This publication represents the collective work of hundreds of North Carolina teachers, administrators, college educators, and Department of Public Instruction staff who have devoted time and effort over a long period of time. The assistance of these people and the ideas from students, parents, and laymen are gratefully acknowledged. Special appreciation is extended to the Instructional Services staff.



A. Craig Phillips
State Superintendent of Public Instruction

Preface

This collection of Competency Goals and Performance Indicators for North Carolina students is presented as supplementary material to follow up the *Course of Study for Elementary and Secondary Schools K-12.* It reflects the involvement and best thinking of hundreds of our state's educators who have worked diligently to identify the goals of a balanced K-12 curricular core and some indicators of achievement. As schools use this material to implement programs, its value will be measured in terms of the increased abilities of students to learn, think, and perform as healthy, happy, and productive citizens.

An explanation of the terms used in this publication follows:

(1) Competency Goals are the ends toward which a student's learning is directed. These are broad statements of general direction or purpose. While every student will not become competent in every skill nor master every concept, goals must be established for the learner. The goals stated in this publication answer these questions: What do we want the student to learn? What do we want the student to be able to do?

(2) Performance Indicators are reasonable measures of progress toward the stated goals. These are stated in quantitative measures of achievement, as sample test items, or as activities. They answer the question: What can a student do to demonstrate that he or she is moving toward the attainment of the stated goal or the mastery of the skill or concept?

The statement which appears on each page above the performance indicators is worthy of attention: "Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner." This statement not only reflects our knowledge that students have different learning modalities, but it also recognizes and respects teachers' varied methods and techniques of instruction. A comprehensive listing of performance indicators would be endless, for teachers will certainly add others.

Competency goals and performance indicators are identified in most program areas by grade level categories (K-3, 4-6, 7-9, 10-12) and significant secondary level courses. While some students will not become competent in all the goals, others will go far beyond. It is believed, however, that the majority of students can achieve these goals through good instruction. Additionally, the use of goals and indicators from a grade level category below or above the category in which the student is presently placed may be necessary and more appropriate, depending on the abilities and special needs of some students. It will be through the selection of the appropriate goals and indicators and their modification that a teacher can tailor classroom instruction to meet the individual needs of students.

This material is not intended to create a static, mechanical curriculum, for that would be detrimental to students and to the educational process. *It should not be considered the maximum, the minimum, nor the total curriculum.* It is not to be viewed as an effort to destroy a local school system's initiative to develop its own curricular material nor to replace the material which a school system has already carefully designed for its students. Its purpose is not to label students, measure teacher competence, nor determine promotion and retention.

The major purpose of this material is to assist educators in planning curriculum and instructional programs which will help all students learn to their maximum potential. It can help parents and laymen have a better knowledge of what our schools are trying to teach, and with this understanding they will be better able to help us with our work as well as provide the necessary resources.

The Instructional Services staff of the Department of Public Instruction welcomes the opportunity to collaborate with school personnel in the further development, refinement, and use of this material and to supply other resource materials. Remember, our mission is to promote the growth and development of *every* boy and girl, grades K-12, through good instruction. Let us all work together to attain this goal.

George A. Kahdy

George A. Kahdy
Assistant State Superintendent for Instructional Services

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Cultural Arts

Art, dance, drama, and music

Cultural Arts

To create an effective instructional design, three fundamental questions, why?, what? and how? should be asked. The answer to the question "why?" is an expression of philosophy in that area of instruction. Likewise, the response to "what?" relates to program, and involves a detailing of the things to be done and the outcomes expected from them. Finally, the response to "how?" leads to curriculum—how the program and philosophy are to be implemented.

The goals and indicators for the cultural arts are intended to aid local units in clarifying the PROGRAM aspect of instruction. That is, exactly what is to be done and how to determine when it has been accomplished. This program content is fully defined in the COURSE OF STUDY FOR ELEMENTARY AND SECONDARY SCHOOLS which has been approved by the State Board of Education. These goals and indicators are not intended to include either broad philosophical statements or detailed information as to how they can be achieved. Each local unit can determine the most effective ways in which an instructional program in cultural arts can be accomplished with the means at hand through the development of curriculum guides.

The goals and indicators are intended to represent a statement of what should take place in a fully-functioning K-12 cultural arts program. Because of the fact that many units do not have completely developed offerings in cultural arts, there may be some difficulty in applying all phases of the goals and indicators to these programs or to the students in them.

The optimum use of these goals and indicators is two-fold. They should provide the basis for program planning and evaluation and a means of assessing student progress in these programs. In carrying this out, two cautions should be observed: 1) students should not be evaluated by an indicator which reflects a portion of program not previously available to them, and 2) the expectations of a program should be realistically determined. For example, a 10-12 program should not necessarily be evaluated according to the indicators for that level if adequate program content has not been carried out in preceding years. Likewise, it may be more realistic to assess a junior high program in terms of Level II or even Level I, according to the extent of program prior to that level.

Taken as a whole, the competency goals and indicators, in company with the COURSE OF STUDY, will provide the optimum means for achieving an overall uniformity of program throughout the local units without imposing unnecessary conformity.

Art

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will develop positive attitudes toward self	**Level I (K-3)** 1.01 Show self-esteem in visual and verbal communication through art imagery and expression 1.02 Show confidence through an uninhibited personal involvement 1.03 Show spontaneous enthusiasm toward activities and relationships 1.04 Show independent behavior **Level II (4-6)** 1.05 Realize that all persons are unique 1.06 Show awareness of being unique through recognition of individual differences (in the art work) 1.07 Accept and appreciate work of others 1.08 Perform self-motivated tasks **Level III (7-9)** 1.09 Show involvement in the art processes 1.10 Show tangible evidence of personal experience and visual expression 1.11 Develop a personal standard of quality 1.12 Involve others in personal tasks **Level IV (10-12)** 1.13 Show involvement in the art products 1.14 Show selectivity in choosing to express an idea 1.15 Develop a personal standard of quality 1.16 Assume leadership role
2. The learner will develop positive attitudes toward others	**Level I (K-3)** 2.01 Show tolerance and sharing through acceptance and appreciation of others **Level II (4-6)** 2.02 Show cooperation through sharing and accepting responsibility **Level III (7-9)** 2.03 Show cooperation and compromising of ideas in group involvements **Level IV (10-12)** 2.04 Demonstrate ability to accept criticism
3. The learner will develop concepts of elements of art (line, texture, color, shape/form, space)	**Level I (K-3)** 3.01 Use the elements of art **Level II (4-6)** 3.02 Recognize the use of the elements of art **Level III (7-9)** 3.03 Understand relationships in the use of the elements of art **Level IV (10-12)** 3.04 Analyze art using terms of the elements of art
4. The learner will develop concepts of principles of design (proportion, balance, rhythm, unity)	**Level I (K-3)** 4.01 Use principles of design **Level II (4-6)** 4.02 Recognize the principles of design and their application in nature and manmade objects **Level III (7-9)** 4.03 Understand and use principles of design **Level IV (10-12)** 4.04 Analyze the use of principles of design in other works of art
5. The learner will develop concepts of art imagery	**Level I (K-3)** 5.01 Demonstrate observable use of imagery through relating personal experiences

Level II (4-6)
5.02 Understand imagery in terms of human expression

Level III (7-9)
5.03 Understand and use imagery in expressing human values (faith, love, truth, beauty, justice)

Level IV (10-12)
5.04 Understand the occurrence of imagery of values in social/historical patterns of expression

6. The learner will develop concepts of discrimination

Level I (K-3)
6.01 Give visual interpretation to written or spoken word

Level II (4-6)
6.02 Give visual interpretation to written or spoken work

Level III (7-9)
6.03 Express abstract ideas in art form

Level IV (10-12)
6.04 Develop artistic inclination and specialization of individuality through art media

7. The learner will develop concepts of art history (cultural difference)

Level I (K-3)
7.01 Exercise judgment through personal preferences

Level II (4-6)
7.02 Recognize and accept the preferences of others

Level III (7-9)
7.03 Make critical judgments in art preferences

Level IV (10-12)
7.04 Understand the aesthetic, historical, and monetary values in art

8. The learner will develop perceptual skills

Level I (K-3)
8.01 Express ideas and feelings in visual art forms
8.02 Demonstrate use of symbols and images
8.03 Observe examples of art related items
8.04 Develop perception as mode of knowing

Level II (4-6)
8.05 Show awareness of symbols and images in visual art
8.06 Explore use of symbols and images to express personal experiences
8.07 Recognize and relate to visual qualities
8.08 Use concepts of intuitive knowing

Level III (7-9)
8.09 Understand and use symbols and images in visual art
8.10 Demonstrate ability to fabricate visual representation two or three dimensionally
8.11 Compare/contrast visual qualities
8.12 Recognize the role of sensing beyond the visual observation

Level IV (10-12)
8.13 Illustrate diversity of ideas and feelings through personal imagery and symbols in visual art
8.14 Creatively combine images and symbols in visual expression
8.15 Discriminate in use of visual qualities
8.16 Understand and apply concepts of Gestalt and closure

9. The learner will develop creative skills

Level I (K-3)
9.01 Show spontaneous creation of imaginative solutions
9.02 Discover possibilities for creative expression
9.03 Express social differences

Level II (4-6)
9.04 Demonstrate individuality in self-motivated decision making
9.05 Use media for creative interpretation
9.06 Explore social differences through creative expression

Level III (7-9)
9.07 Demonstrate flexibility in relating creative effort to organized thought
9.08 Show comprehension of material integrity
9.09 Use alternative solutions to social differences and pressures

Level IV (10-12)
- 9.10 Establish independent challenges for art expression
- 9.11 Make independent choices of art media
- 9.12 Adapt solutions to social comment

10. The learner will develop manual skills

Level I (K-3)
- 10.01 Develop manipulatory control of the tools used in art activities
- 10.02 Develop eye/hand and body coordination through manipulation of art imagery and media

Level II (4-6)
- 10.03 Demonstrate continued eye/hand coordination development
- 10.04 Develop controlled manipulation

Level III (7-9)
- 10.05 Demonstrate additional imaginative development of manual dexterity
- 10.06 Explore possibility and limitation of manipulation

Level IV (10-12)
- 10.07 Demonstrate a creative sophisticated use of art media and tools
- 10.08 Demonstrate recognition and appreciation of physical requirements for specific art tasks

11. The learner will develop observational skills

Level I (K-3)
- 11.01 Demonstrate a recognition of art works as unique objects
- 11.02 Recognize ability to relate himself to works of art
- 11.03 Show ability to develop personal images and to recognize differences in imagery

Level II (4-6)
- 11.04 Recognize art works and artists styles from various cultures
- 11.05 Demonstrate ability to relate personal experiences to work of art
- 11.06 Use visual images in formal compositions

Level III (7-9)
- 11.07 Recognize cultural preferences in architecture, fashion, furniture design, transportation, life styles, etc.
- 11.08 Use self and others through art experiences as a measurement of social identification
- 11.09 Recognize and discriminate images, colors, moods

Level IV (10-12)
- 11.10 Demonstrate knowledge of historical context and significance of art
- 11.11 Use artistic inclinations to pursue broader personal endeavors
- 11.12 Make aesthetic choices

12. The learner will develop communicative skills

Level I (K-3)
- 12.01 Verbalize about personal art and the art of others
- 12.02 Comprehend images and values in art much as books are read
- 12.03 Use art processes as communication which differs from verbalization

Level II (4-6)
- 12.04 View and discuss art forms
- 12.05 Comprehend the role of art in expressing cultural values and meanings in lives of people
- 12.06 Develop a personal art imagery for communicating ideas and feelings

Level III (7-9)
- 13.05 Expand art vocabulary and vocabulary of aesthetics
- 13.06 Relate terms to process
- 12.09 Apply technical skills for communication through art

Level IV (10-12)
- 12.10 Use art vocabulary in critique
- 12.11 Use historical context and art analysis in discourse and/or essay on art
- 12.12 Adapt art processes to express life style and/or career preference

13. The learner will develop vocabulary skills

Level I (K-3)
- 13.01 Demonstrate ability to use primary art terms
- 13.02 Relate terms to objects

Level II (4-6)
- 13.03 Demonstrate functional vocabulary of art terms
- 13.04 Relate terms to function

10

Level III (7-9)

13.05 Expand art vocabulary and vocabulary of aesthetics
13.06 Relate terms to process

Level IV (10-12)

13.07 Apply appropriate art, aesthetic, and art history terminology
13.08 Relate terms to products

Dance

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will develop a positive attitude toward self	**Level I (K-3)** 1.01 Recognize the significance of his/her own contributions 1.02 Show an awareness of capabilities and limitations of the human body 1.03 Participate willingly 1.04 Develop a sense of pride and integrity **Level II (4-6)** 1.05 Recognize the significance of his/her own contributions 1.06 Show an awareness of capabilities and limitations of the human body 1.07 Respond freely to his/her thoughts, feelings and ideas through movement **Level III (7-9)** 1.08 Recognize the significance of his/her own contributions 1.09 Show an awareness of capabilities and limitations of the human body 1.10 Become aware of the relation between movement and feeling 1.11 Begin to understand the need for personal involvement in dance as a creative process **Level IV (10-12)** 1.12 Recognize the significance of his/her own contributions 1.13 Show an awareness of capabilities and limitations of the human body 1.14 Become aware of the relation between movement and feeling 1.15 Develop confidence in his/her own personal style
2. The learner will develop a positive attitude toward others	**Level I (K-3)** 2.01 Show tolerance of others and recognize their work 2.02 Work well with others **Level II (4-6)** 2.03 Become supportive of others' work 2.04 Work well alone as well as with others **Level III (7-9)** 2.05 Value the differences and similarities among people 2.06 Share responsibility in producing quality work through individual and group effort **Level IV (10-12)** 2.07 Value and support the personal style of others 2.08 Share responsibility in producing quality work through individual and group effort
3. The learner will develop a positive attitude toward dance as a human experience	**Level I (K-3)** 3.01 Understand that different people dance in different ways 3.02 Understand dance as a valid way of communicating for males and females **Level II (4-6)** 3.03 Understand there are many ways to form and present dance **Level III (7-9)** 3.04 Understand dance as a reflection of cultural heritage 3.05 Show confidence in his/her own sexuality 3.06 Understand dance in its historical perspective **Level IV (10-12)** 3.07 Comprehend the universality of dance 3.08 Understand dance in its historical perspective
4. The learner will develop a positive attitude toward dance as an art form	**Level I (K-3)** 4.01 Understand that dance is selected movement **Level II (4-6)** 4.02 Understand that dance is selected movement to produce a desired effect **Level III (7-9)** 4.03 Understand dance as a creative art with many different forms and styles **Level IV (10-12)** 4.04 Develop confidence in his/her own aesthetic judgment about dance

5. The learner will understand the concept of the body (kinetic awareness)

Level I (K-3)
- 5.01 Understand the body as the instrument for dance
- 5.02 Understand there are different body parts
- 5.03 Understand that movement has range
- 5.04 Understand that one should respect the body
- 5.05 Understand that body carriage is important

Level II (4-6)
- 5.06 Understand that different body parts have different capacities for movement
- 5.07 Understand that range of movement deals with flexion, extension and rotation
- 5.08 Understand that proper body maintenance is essential for dance
- 5.09 Understand that body carriage is important

Level III (7-9)
- 5.10 Understand that the body has unlimited possibilities when well trained and cared for
- 5.11 Understand the significance of the body parts to the whole
- 5.12 Understand that range helps to define the intent of movement
- 5.13 Understand that one must take responsibility for his/her own body
- 5.14 Understand that body carriage is important

Level IV (10-12)
- 5.15 Understand that the well trained body extends potential within the creative process of dance
- 5.16 Understand the significance of the body parts to the whole
- 5.17 Understand that the use of range is important to quality dance
- 5.18 Understand the need for a lifetime program of care for the body is essential
- 5.19 Understand that body carriage is important

6. The learner will understand the concept of space

Level I (K-3)
- 6.01 Understand personal space
- 6.02 Understand general space
- 6.03 Understand shape (angles, lines and curves)
- 6.04 Understand direction (forward, backward, right and left, etc.)
- 6.05 Understand pathways (curving, zig-zag, etc.)
- 6.06 Understand focus (centering attention)
- 6.07 Understand open and closed space

Level II (4-6)
- 6.08 Understand personal space
- 6.09 Understand general space
- 6.10 Understand shape (angles, lines and curves)
- 6.11 Understand direction (forward, backward, side, etc.)
- 6.12 Understand pathways (curving, zig-zag, etc.)
- 6.14 Understand open and closed space
- 6.15 Will combine the elements of space into dance

Level III (7-9)
- 6.16 Understand personal space
- 6.17 Understand general space
- 6.18 Understand shape (angles, lines and curves)
- 6.19 Understand direction (forward, backward, side, etc.)
- 6.20 Understand pathways (curving, zig-zag, etc.)
- 6.21 Understand focus (centering attention)
- 6.22 Understand open and closed space
- 6.23 Develop an awareness of the relation of space to time and energy in composition

Level IV (10-12)
- 6.24 Understand personal space
- 6.25 Understand general space
- 6.26 Understand shape (angles, lines and curves)
- 6.27 Understand direction (forward, backward, side, etc.)
- 6.28 Understand pathways (curving, zig-zag, etc.)
- 6.29 Understand focus (centering attention)
- 6.30 Understand open and closed space
- 6.31 Develop an intuitive sense of space which promotes quality dance

7. The learner will understand the concept of energy (amount of effort used)

Level I (K-3)

7.01 Understand sustained energy (same amount of energy and stop)
7.02 Understand percussive (burst of energy and stop)
7.03 Understand swinging (giving way to gravity, follow through and suspension)
7.04 Understand vibratory (shaking)
7.05 Understand collapsing (giving way to gravity)
7.06 Understand that one can move with different amounts of energy (heavy/light, soft/hard, sharp)

Level II (4-6)

7.07 Understand sustained energy (same amount of energy and stop)
7.08 Understand percussive (burst of energy and stop)
7.09 Understand swinging (giving way to gravity, follow through and suspension)
7.10 Understand vibratory (shaking)
7.11 Understand collapsing (giving way to gravity)
7.12 Understand that one can move with different amounts of energy (heavy/light, soft/hard, sharp)
7.13 Begin to combine the elements of energy into dance

Level III (7-9)

7.14 Understand sustained energy (same amount of energy and stop)
7.15 Understand percussive (burst of energy and stop)
7.16 Understand swinging (giving way to gravity, follow through and suspension)
7.17 Understand vibratory (shaking)
7.18 Understand collapsing (giving way to gravity)
7.19 Understand that one can move with different amounts of energy (heavy/light, soft/hard, sharp)
7.20 Develop an awareness of energy as it relates to time and space in composition
7.21 Develop an awareness of own energy and its control as it affects oneself and others

Level IV (10-12)

7.22 Understand sustained energy (same amount of energy and stop)
7.23 Understand percussive (burst of energy and stop)
7.24 Understand swinging (giving way to gravity, follow through and suspension)
7.25 Understand vibratory (shaking)
7.26 Understand collapsing (giving way to gravity)
7.27 Understand that one can move with different amounts of energy (heavy/light, soft/hard, sharp)
7.28 Develop an awareness of energy as it relates to time and space in composition
7.29 Develop an awareness of own energy and its control as it affects oneself and others

8. The learner will understand the concept of time - metric (foot fall, counting - 1,2,3, etc.) and breath (non-counted or natural time)

Level I (K-3)

8.01 Understand tempo (fast and slow)
8.02 Understand even and uneven time
8.03 Understand a natural sense of timing
8.04 Understand pattern (repeat)

Level II (4-6)

8.05 Understand rhythm as measured and unmeasured time
8.06 Understand rhythm as accented and unaccented time
8.07 Understand that different individuals have a different sense of natural timing
8.08 Understand pattern (repeat)

Level III (7-9)

8.09 Understand rhythm as measured and unmeasured time
8.10 Understand rhythm as accented and unaccented time
8.11 Understand that different individuals have a different sense of natural timing
8.12 Understand pattern (repeat)
8.13 Develop an awareness of the relation of time to energy and space in composition

Level IV (10-12)

8.14 Understand rhythm as measured and unmeasured time

8.15 Understand rhythm as accented and unaccented time
8.16 Understand that different individuals have a different sense of natural timing
8.17 Understand pattern (repeat)

9. The learner will understand the concept of composition (making a dance)

Level I (K-3)

9.01 Understand that dance has a beginning, middle and end
9.02 Understand that one can translate ideas into movement
9.03 Understand that sequence is a series of movements
9.04 Understand the need of personal commitment from start to finish of composition
9.05 Understand the importance of making his/her own dance

Level II (4-6)

9.06 Understand that expanding movement vocabulary in the body supports the development of form
9.07 Understand that ideas and their relation to other ideas strengthen composition
9.08 Understand the relationship of the parts to the whole in composition
9.09 Understand the need of personal commitment from start to finish of composition
9.10 Understand the role of finding movement material through self-improvisation
9.11 Understand the importance of repetition for retention of composition (learning to repeat)
9.12 Understand the importance of individual, partner and groups in creating dance

Level III (7-9)

9.13 Understand that selected movement supports the quality of form
9.14 Understand that the selection of ideas is a part of the creative process inherent to dance
9.15 Understand the relationship of the parts to the whole in composition
9.16 Understand the need of personal commitment from start to finish of composition
9.17 Appreciate himself/herself as a creator, not an imitator of dance
9.18 Understand the importance of repetition for retention of composition (learning to repeat)
9.19 Assume responsibility for partner and group effort

Level IV (10-12)

9.20 Understand that composition involves aesthetic judgment
9.21 Understand that ideas presented with integrity lead to quality composition
9.22 Understand the relationship of the parts to the whole in composition
9.23 Understand the need of personal commitment from start to finish of composition
9.24 Understand that one controls the creative process to create own style of dance
9.25 Understand the importance of repetition for retention of composition (learning to repeat)
9.26 Understand that dance can be a part of the total theatre experience

10. The learner will develop skills in non-locomotor movement (movement which takes place in personal space)

Level I (K-3)

10.01 Explore the following non-locomotor movement in body parts and in the whole body:
- bending
- twisting
- extending
- shaking
- bouncing
- swinging
- pushing/pulling

10.02 Begin to combine non-locomotor movement in the body to make dance

Level II (4-6)

10.03 Explore the following non-locomotor movement using the elements of time, space and energy:
- bending
- twisting
- extending
- shaking
- bouncing
- undulating
- swinging
- pushing/pulling
- sinking and falling

10.03 Explore the following non-locomotor movement using the elements of time, space and energy:
- expanding and contracting
- flicking
- dodging
- striking

10.04 Begin to combine non-locomotor movement in the body to make dance

Level III (7-9)

10.05 Explore the following non-locomotor movement using the elements of time, space and energy:

- bending	- bouncing	- sinking and falling
- shaking	- pushing/pulling	- expanding and
- swinging	- extending	- contracting
- twisting	- undulating	- striking
- dodging		- flicking

10.06 Begin to combine non-locomotor movement with the various elements to produce quality dance.

Level IV (10-12)

10.07 Explore the following non-locomotor movement using the elements of time, space and energy:

- bending	- pushing/pulling	- expanding and
- shaking	- extending	contracting
- swinging	- undulating	- flicking
- twisting	- sinking and falling	- dodging
- bouncing	- striking	

10.08 Begin to combine non-locomotor movement with the various elements to produce quality dance

11. The learner will develop skills in locomotor movement (movement which takes place in general space)

Level I (K-3)

11.01 Explore the following locomotor movement:

- walk	- run	- leap
- hop (one foot)	- jump (both feet)	- gallop
- skip	- slide	- crawl
- roll	- turn	

Level II (4-6)

11.02 Combine locomotor movement using the elements of time, space and energy:

- walk	- run	- leap
- hop (one foot)	- jump (both feet)	- gallop
- skip	- slide	- crawl
- roll	- turn	

11.03 Combine locomotor movement using pattern and rhythm
11.04 Use locomotor movement with various pathways and levels

Level III (7-9)

11.05 Combine locomotor movement using the elements of time, space and energy:

- walk	- run	- leap
- hop (one foot)	- jump (both feet)	- gallop
- skip	- slide	- crawl
- roll	- turn	

11.06 Combine locomotor movement using pattern and rhythm
11.07 Use locomotor movement with various pathways and levels

Level IV (10-12)

11.08 Combine locomotor movement using the elements of time, space and energy:

- walk	- run	- leap
- jump (both feet)	- gallop	- skip
- crawl	- roll	- turn
- hop (one foot)	-slide	

11.09 Combine locomotor movement using pattern and rhythm
11.10 Use locomotor movement with various pathways and levels

12. The learner will develop skills in sequence (the order, the way the thing goes 1,2,3, - a,b,c)

Level I (K-3)

12.01 Make simple movement sequences
12.02 Repeat simple movement sequences
12.03 Use simple sequence as it relates to sounds

Level II (4-6)

12.04 Form and extend sequence
12.05 Utilize repetition to retain sequence
12.06 Use simple sequence as it relates to sounds
12.07 Use sequence as it relates to rhythm

Level III (7-9)
12.08 Use sequence readily in relation to the other elements to form dance
12.09 Utilize repetition to retain sequence
12.10 Use simple sequence as it relates to sounds
12.11 Fit sequence to different durations of sound

Level IV (10-12)
12.12 Use selected sequence to define ideas, thoughts, and feelings into quality dance
12.13 Utilize repetition to retain sequence
12.14 Use simple sequence as it relates to sounds
12.15 Fit sequence to different durations of sound

13. The learner will develop skills in technique (means of getting our bodies to do what we want them to do)

Level I (K-3)
13.01 Use simple technique to warm and prepare the young body for dance

Level II (4-6)
13.02 Use technique to promote flexibility, strength, coordination, stamina and balance
13.03 Remember simple technique and begin to take responsibility for warming-up the body

Level III (7-9)
13.04 Develop technique as supportive to the creative process to produce dance
13.05 Extend technique to become a basic preparatory step for readying oneself to dance

Level IV (10-12)
13.06 Develop technique to tune and train the body for his/her own style of dance
13.07 Extend technique to become preparatory step for readying oneself to dance
13.08 Develop an eye for correction to strengthen technique

14. The learner will develop skills in time

Level I (K-3)
14.01 Use even and uneven sense of time
14.02 Develop the use of his/her own sense of time
14.03 Demonstrate fast and slow

Level II (4-6)
14.04 Use measured time (accented/unaccented) 2/4, 3/4, 4/4, 6/8
14.05 Be attentive to the use of his/her own sense of time
14.06 Demonstrate the use of varying speed in movement to define intent
14.07 Contrast movement against sound (move slow to rapid sound, etc.)

Level III (7-9)
14.08 Use measured time (accented/unaccented) 5/4, 7/8, etc.
14.09 Be attentive to the use of his/her own sense of time
14.10 Control tempo in composition
14.11 Contrast movement against sound (move slow to rapid sound, etc.)

Level IV (10-12)
14.12 Use measured time (accented/unaccented) in all meters
14.13 Be attentive to the use of his/her own sense of time
14.14 Work with tempo in relation to the other elements to produce dance
14.15 Contrast movement against sound (move slow to rapid sound, etc.)

15. The learner will develop skills in composition

Level I (K-3)
15.01 Make simple dances which have a beginning, middle, and end
15.02 Freely translate simple ideas into dance
15.03 Combine simple sequence to make dance
15.04 Demonstrate personal commitment from start to finish of one's dance
15.05 Make his/her own dance
15.06 Use repetition for retention of composition

Level II (4-6)
15.07 Extend the movement vocabulary in his/her body to allow for variety in composition
15.08 Use ideas in relation to other ideas to make dance
15.09 Use the parts in relation to the whole to make dance
15.10 Demonstrate the necessary concentration to promote quality dance
15.11 Use improvisation to find movement material

Level III (7-9)
15.12 Select movement to strengthen quality of form
15.13 Use the selection of ideas and materials which best define intent

15.14 Use repetition for retention of dance
15.15 Demonstrate the necessary concentration to promote quality dance
15.16 Participate as a creator of dance
15.17 Use repetition and other various ways (symbols, etc.) to retain composition

Level IV (10-12)
15.18 Make aesthetic judgments to help form dance composition
15.19 Present ideas with confidence and integrity which leads to quality dance
15.20 Use rehearsal to strengthen dance products
15.21 Demonstrate the necessary concentration to promote quality dance
15.22 Use personal control over the creative process to develop his/her own style

16. The learner will develop skills in improvisation

Level I (K-3)
16.01 Improvise alone
16.02 Use improvisation to form dance
16.03 Appreciate the improvisation of others

Level II (4-6)
16.04 Improvise alone
16.05 Use improvisation to form dance
16.06 Use improvisations to form dance with partner and small group

Level III (7-9)
16.07 Improvise alone
16.08 Use improvisation to form dance
16.09 Use improvisation in large group

Level IV (10-12)
16.10 Improvise alone
16.11 Use improvisation to form dance
16.12 Refine large group improvisation to strengthen composition

Drama

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will develop confidence in visual and verbal communication	**Level I (K-3)** 1.01 Display awareness of the effectiveness of: a) posture b) eye contact c) control of body movements d) appropriate expression e) vocal development (breathing, loudness, softness, rate, pitch, quality) f) learning through listening g) sharing cooperatively in group experiences h) experiencing success in creative activities **Level II (4-6)** 1.02 Work easily and purposefully in creative dramatics activities 1.03 Incorporate life experiences into dramatic conception 1.04 Draw from classroom activities in stories and ideas 1.05 Demonstrate awareness of speech articulation problems and exercises 1.06 Participate readily in body movement exercises common to theatre 1.07 Handle media equipment with confidence **Level III (7-9)** 1.08 Project characterization and story line with clarity and confidence 1.09 Use body, voice, supporting properties and equipment effectively **Level IV (10-12)** 1.10 Perform original or prepared scripts with confident use of visual and verbal processes
2. The learner will develop confidence in personal powers of observation and understanding	**Level I (K-3)** 2.01 Display awareness of each of the five senses 2.02 Display increased awareness of surroundings 2.03 Begin to sort and assimilate aesthetic values which form personal tastes **Level II (4-6)** 2.04 Share ideas, recognizing and accepting differences in opinions and reactions 2.05 Present effective interpretations of life experiences and classroom materials 2.06 Use common materials in unusual ways **Level III (7-9)** 2.07 Display independence and understanding in relation to peers 2.08 Display mutual support for peers 2.09 Readily accept responsibility 2.10 Initiate new activities or ideas 2.11 Exhibit pride in individual or group accomplishments **Level IV (10-12)** 2.12 Display awareness of the interdependence of the performer's role and the technician's expertise 2.13 Criticize intelligently performances by self and others 2.14 Demonstrate devotion to a quality end product
3. The learner will develop concepts of the characteristics of objects, animals and people	**Level I (K-3)** 3.01 Describe characteristics verbally 3.02 Display knowledge of a variety of characteristics 3.03 Imitate characteristics realistically **Level II (4-6)** 3.04 Describe subtle characteristics of objects, animals and people with accuracy and understanding 3.05 Produce characteristics in stylized forms **Level III (7-9)** 3.06 Categorize a wide variety of characteristics for dramatic purposes 3.07 Develop characters with an understanding of inner motivation **Level IV (10-12)** 3.08 Display understanding of, and tolerance for differing human characteristics 3.09 Adapt, as an actor, to a wide range of dramatic demands

4. The learner will develop concepts of emotional differences

Level I (K-3)

4.01 Recognize personal and individual differences through self and group expression
4.02 Recognize different emotional reactions of others
4.03 Portray believably a variety of emotions in own way (happiness, sadness, fear, etc.)
4.04 Demonstrate varying degrees of word meanings (upset, angry, furious, etc.)

Level II (4-6)

4.05 Demonstrate the relationship between words and the actions and moods generated by them
4.06 Interpret with increasing clarity the degrees of word meaning, (big, huge, enormous; happy, happier, happiest)

Level III (7-9)

4.07 Display awareness that drama can help the understanding of life situations
4.08 Recognize regional and ethnic differences in word usage

Level IV (10-12)

4.09 Reflect awareness of theatre as a practical, human reflection of the commonality of man

5. The learner will develop theatre arts skills

Level I (K-3)

5.01 Convey without words the meaning of an action
5.02 Convey the presence of simple objects (imaginary or real) with clarity and a sense of size and space relationship (a pencil, a baseball bat, a feather, etc.)
5.03 Communicate emotions visibly
5.04 Participate in individual and group activities designed to stimulate the story-telling process
5.05 Participate in individual and group story-telling
5.06 Re-create imaginary or real situations, and/or written materials using masks or puppets
5.07 Create and use simple masks and puppets in spontaneously improvised situations
5.08 Begin to employ the concepts of time, space and action (who?, where?, why?, etc.)
5.09 Identify and describe character types and traits
5.10 Portray characters as described and identified
5.11 Move with confidence and control in action situations
5.12 Utilize real or imaginary props in portraying a given situation
5.13 Use music and sound effects to heighten dramatic effects

Level II (4-6)

5.14 Plan and present effectively a story in pantomime, individually and with a group
5.15 Plan and present effectively structured dramatic situations
5.16 Illustrate the use of "who, what, when, where" to plan dramatic interpretation
5.17 Present an improvised story or speech with vitality, clarity and imagination
5.18 Dramatize "everyday" school subjects effectively
5.19 Write, adapt or improvise a puppetry presentation
5.20 Contribute to construction of puppets and stage settings
5.21 Use acting techniques with control and effectiveness
5.22 Recognize, understand and use vocabulary employed in dramatic activity such as: *1) plot* (beginning, conflict, resolution, ending) *2) tragedy, comedy 3) pantomime and related terms 4) characterization*
5.23 Display awareness of the range and suitability of props for defined periods and styles
5.24 Use tape recorders, projectors and other media equipment with confidence and effectiveness
5.25 Begin to work with the technical aspects of theatrical production

Level III (7-9)

5.26 Develop and display pantomime techniques of classic origin
5.27 Display awareness of techniques for extending dramatic situations
5.28 Recreate with voice and body a variety of emotional states
5.29 Consciously use projection, articulation, variety and timing to dramatize believably
5.30 Apply dramatic skills to achieve variety in routine assignments
5.31 Demonstrate physical skills and conditioning exercises appropriate for acting

5.32 Display knowledge of fundamentals of make-up to achieve desired characterization
5.33 Display skill in performing
5.34 Use vocabulary of the theatre with growing understanding
5.35 Understand the significance of theatre history (Greek and Roman theatre, commedia dell' arte etc.)
5.36 Use simple properties with credibility
5.37 Adapt and perform simple written materials in the style of Readers' Theatre
5.38 Participate in creating and producing simple, original scripts
5.39 Follow or issue simple stage directions with ease and accuracy (upstage, center stage, etc.)
5.40 Utilize stage vocabulary
5.41 Utilize fundamentals of technical theatre
5.42 Display understanding of the basic television and film-making process

Level IV (10-12)

5.43 Create an extended range of pantomimic effects and episodes
5.44 Analyze written dramas as to meaning, literary technique, style, theatrical problems, etc.
5.45 Construct or collaborate in preparing an original script (may adapt from previously written materials or from personal experience)
5.46 Demonstrate synthesis of suitable voice and movement techniques
5.47 Use theatre vocabulary with precision and accuracy
5.48 Interpret the history of theatre as it applies to style
5.49 Block stage movement and direct others proficiently
5.50 Research and design costuming for characters in assigned script
5.51 Research and design makeup for characters in any assigned script
5.52 Research and design an effective set for an assigned script
5.53 Plan and/or execute effective lighting for an assigned or selected script
5.54 Plan and execute effective music and sound effects for an assigned script
5.55 Portray effectively the characterization of an assigned role
5.56 Perform adequately in technical theatre tasks (set design and construction, lighting, make-up, costumes, house management, etc.)
5.57 Discuss job opportunities in drama and related fields (broadcasting, public relations, etc.)

Music

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will develop positive attitudes toward self	**Level I (K-3)** 1.01 Understand the importance of his/her contributions 1.02 Be aware of capabilities and limitations 1.03 Participate enthusiastically in total program **Level II (4-6)** 1.04 Perform with confidence 1.05 Make choices and be aware of preferences 1.06 Feel comfortable in music activities **Level III (7-9)** 1.07 Use music as an important adjunct to life 1.08 Feel free to express likes and dislikes in music; give reasons and make choices freely 1.09 Subordinate personal wishes to welfare of group **Level IV (10-12)** 1.10 Show personal commitment to music 1.11 Show personal discrimination in total music process 1.12 Take pride in musical accomplishments
2. The learner will develop positive attitudes toward others	**Level I (K-3)** 2.01 Show tolerance of others' musical efforts 2.02 Cooperate with others in making and receiving music **Level II (4-6)** 2.03 Approach music as a human experience with emphasis on human values 2.04 Give and receive directions for music activities **Level III (7-9)** 2.05 Value contributions of others for their individual characteristics 2.06 Work freely with others in the music process, contributing and receiving **Level IV (10-12)** 2.07 Be aware that the strength of group performance comes from the contribution of individuals 2.08 Evidence a feeling of professionalism with a strong emphasis on responsibility and loyalty to the group
3. The learner will develop concepts of melody	**Level I (K-3)** 3.01 Demonstrate high-low 3.02 Follow melodic movement (up-down-same) 3.03 Distinguish between melodic movement by step and by skip **Level II (4-6)** 3.04 Demonstrate sequence in melody 3.05 Show how the character of a melody is changed when rhythm, tempo, dynamics, etc. are altered 3.06 Show how two or more melodies may move together 3.07 Show that the structure of melodies may be harmonic 3.08 Show how harmony may be created from melody **Level III (7-9)** 3.09 Identify variations of a melody 3.10 Identify national and historical characteristics in melodies and words 3.11 Identify contrapuntal melodic usages 3.12 Identify major and minor modes in melodic movement 3.13 Identify the relationships between melodic movement and texts **Level IV (10-12)** 3.14 Identify melodic extensions 3.15 Identify basic ornamentation 3.16 Identify multiple melodic lines in two, three and four part counterpoint 3.17 Identify major, minor and chromatic scales 3.18 Identify all intervals within the octave
4. The learner will develop concepts of rhythm	**Level I (K-3)** 4.01 Relate rhythm to bodily movement through walking, running and holding 4.02 Demonstrate a basic steady beat

4.03 Demonstrate patterns and groups in rhythm
4.04 Demonstrate word rhythms

Level II (4-6)
4.05 Use the meter in music to measure rhythm
4.06 Demonstrate varied rhythmic combinations within a given metric scheme
4.07 Show how changes of meter occur within a composition
4.08 Demonstrate polyrhythms

Level III (7-9)
4.09 Identify repeated rhythmic patterns and produce variations
4.10 Identify duple, triple and compound meters on hearing
4.11 Identify by name commonly used rhythms

Level IV (10-12)
4.12 Identify national characteristics of rhythm patterns
4.13 Demonstrate syncopation and other types of off-beat stress

5. The learner will develop concepts of expression

Level I (K-3)
5.01 Show tempo, dynamics, tone color, etc. as expressive elements in music
5.02 Understand that music can communicate feelings and ideas

Level II (4-6)
5.03 Relate expressive elements to moods or feelings
5.04 Demonstrate a variety of moods through music

Level III (7-9)
5.05 Understand the relation of music expression to the uses of music by society
5.06 Project varied moods with intensity

Level IV (10-12)
5.07 Accept with an open mind a wide range of musical expressions
5.08 Show evidence of developing a deeper emotional empathy with the music
5.09 Understand the relationship between the text and the desired expression

6. The learner will develop concepts of harmony

Level I (K-3)
6.01 Distinquish aurally between single tones and tones sounded simultaneously
6.02 Sing and play first, third and fifth tones of the scale, separately and together

Level II (4-6)
6.03 Understand that when the structure of a melody changes, the harmony changes accordingly
6.04 Understand that harmony may be an accompaniment to melody

Level III (7-9)
6.05 Understand that chords are constructed and used according to plan
6.06 Be aware that a given melody may be harmonized in different ways

Level IV (10-12)
6.07 Understand that composers experiment with combinations of tones to produce different musical effects
6.08 Understand that the harmonic nature of music varies with different ethnic groups

7. The learner will develop concepts of tempo

Level I (K-3)
7.01 Understand that movement may be faster or slower
7.02 Demonstrate faster or slower tempos with body movement and percussion instruments
7.03 Sing the same song at different tempos

Level II (4-6)
7.04 Understand that tempo is relative rather than absolute
7.05 Understand that tempo may change within a composition for expressive purposes

Level III (7-9)
7.06 Be aware of the relation of tempo to the character of music
7.07 Understand that tempo may be generated from the text of a song

Level IV (10-12)
7.08 Understand subtle variations in tempo (rubato, ritardando, rallentando, allargando, etc.)
7.09 Understand that tempo derives from the performer's interpretation

8. The learner will develop concepts of form

Level I (K-3)
- 8.01 Demonstrate like and unlike phrases
- 8.02 Indicate where phrases repeat
- 8.03 Differentiate between identical and contrasting phrases, patterns and sections

Level II (4-6)
- 8.04 Understand that each composition has a form of its own
- 8.05 Understand that form is built by repetition, contrast and variation
- 8.06 Understand that the organization of basic elements creates form

Level III (7-9)
- 8.07 Be aware of a variety of forms, vocal and instrumental
- 8.08 Be aware of ways of analyzing form

Level IV (10-12)
- 8.09 Be aware of varied treatments of form within the same structure (ex. different composers work with the symphony)
- 8.10 Understand that all the arts contain similar principles of design and structure

9. The learner will develop concepts of dynamics

Level I (K-3)
- 9.01 Understand that music exists at many levels of volume
- 9.02 Understand that music may change volume level gradually or suddenly

Level II (4-6)
- 9.03 Understand that dynamic contrasts provide variety and expressive meaning
- 9.04 Understand what is indicated by various dynamic markings (p,f,mp,etc.)

Level III (7-9)
- 9.05 Be aware of a wide gradation of dynamic levels
- 9.06 Understand that dynamic markings are relative

Level IV (10-12)
- 9.07 Be aware of the effect of subtle dynamic variations

10. The learner will develop concepts of tone color

Level I (K-3)
- 10.01 Be aware of the differences in tone color between instruments and voices
- 10.02 Differentiate between speech and song
- 10.03 Differentiate between environmental and musical sounds

Level II (4-6)
- 10.04 Understand that when instruments are played in different ways, different kinds of sound are produced
- 10.05 Be aware of the different tone colors produced in different registers of the same instrument or voice
- 10.06 Be aware that combining voices and/or instruments produces varied tone colors

Level III (7-9)
- 10.07 Be aware of a wide variety of sounds - natural, vocal and instrumental
- 10.08 Be aware of varied tone colors produced by electronic instruments
- 10.09 Be aware of various standard and non-standard combinations of voices and/or instruments

Level IV (10-12)
- 10.10 Be aware of subtle differences in tone color (the sound of two otherwise similar trumpets)
- 10.11 Develop an understanding of a personal and distinctive vocal and/or instrumental production of tone
- 10.12 Be aware that musically useful tone colors may be produced from natural or man-made objects

11. The learner will develop concepts of acoustics

Level I (K-3)
- 11.01 Be aware that sounds are produced in many ways
- 11.02 Be aware that large instruments produce sound of a different quality than do smaller ones

Level II (4-6)
- 11.03 Be aware of the physical principles of sound production

Level III (7-9)
- 11.04 Understand the relation of scientific study to the production of musical sound

	Level IV (10-12) 11.05 Be aware of the role of acoustics in performance and listening
12. The learner will develop concepts of musicality	**Level I (K-3)** 12.01 Understand that there are ranges of quality in musical outcomes **Level II (4-6)** 12.02 Understand that music is a discipline which leads to a specific kind of thinking **Level III (7-9)** 12.03 Develop an awareness of thinking musically **Level IV (10-12)** 12.04 Reflect concepts of musicality in performance
13. The learner will develop concepts of ensemble	**Level I (K-3)** 13.01 Be aware of the need to begin and end in concert with the group 13.02 Be aware of the need for careful attention in order to produce a group effect **Level II (4-6)** 13.03 Be aware of the need to control dynamic levels in order to produce a group effect 13.04 Be aware of the need to vary tempo in order to produce a group effect 13.05 Be able to follow a conductor or leader **Level III (7-9)** 13.06 Be aware of the need to balance personal efforts to those of the group **Level IV (10-12)** 13.07 Develop a feeling of phrasing and articulation in common purpose with the performing group
14. The learner will develop concepts of phrasing	**Level I (K-3)** 14.01 Show overall shape of melody or song 14.02 Indicate movement in the musical line **Level II (4-6)** 14.03 Demonstrate awareness of phrasing **Level III (7-9)** 14.04 Apply concepts of melodic movement in shaping phrases **Level IV (10-12)** 14.05 Understand the shaping of a phrase so that it has a specific beginning, climactic point and ending 14.06 Understand the shaping of a given phrase in relation to others in the composition
15. The learner will develop concepts of creativity	**Level I (K-3)** 15.01 Understand that music can be created either by plan or spontaneously **Level II (4-6)** 15.02 Be aware of personal creative capability **Level III (7-9)** 15.03 Be aware of the necessity for revision in creative work **Level IV (10-12)** 15.04 Be aware that creations of length can be made from shorter musical ideas
16. The learner will develop concepts of style	**Level I (K-3)** 16.01 Distinquish between familiar styles such as march, waltz, song, etc. **Level II (4-6)** 16.02 Distinguish between vocal and instrumental styles 16.03 Distinguish between rock, classical, country, etc. styles **Level III (7-9)** 16.04 Understand style in terms of periods of history, i.e. baroque, romantic, contemporary, etc. 16.05 Distinguish between geographic and ethnic styles, i.e. oriental, African, near-eastern, western, etc. 16.06 Understand style in terms of individual creators **Level IV (10-12)** 16.07 Understand how general musical ideas are treated differently according to the style of the composer

17. The learner will develop skills in singing

Level I (K-3)
- 17.01 Sing in tune with a pleasing tone quality
- 17.02 Match pitches
- 17.03 Develop the range of the voice commensurate with age

Level II (4-6)
- 17.04 Sing with control of the voice
- 17.05 Sing individually and in groups
- 17.06 Sing with or without accompaniment
- 17.07 Sing rounds, descants and two-part songs
- 17.08 Sing standard vowel sounds with clarity

Level III (7-9)
- 17.09 Demonstrate varied tone production (head tone, chest tone, falsetto, etc.)
- 17.10 Demonstrate varied tone placement
- 17.11 Give evidence of developed breath control
- 17.12 Sing with clear diction (pronunciation and enunciation)
- 17.13 Sing with expressive phrasing

Level IV (10-12)
- 17.14 Sing with consistent control of the voice
- 17.15 Use breath control to project the voice
- 17.16 Readily adapt the voice to varied styles of music
- 17.17 Sing with awareness of personal vocal range

18. The learner will develop skills in rhythm

Level I (K-3)
- 18.01 March, clap and skip freely and steadily
- 18.02 Express mood and movement of music through body movements

Level II (4-6)
- 18.03 Respond to basic pulses of rhythm in groups of two, three and four
- 18.04 Recognize rhythm patterns by sight and sound
- 18.05 Deal with rhythms and meter signatures involving 2/4, 3/4, 4/4, 6/8 and 2/2

Level III (7-9)
- 18.06 Change accented beats in common rhythm patterns
- 18.07 Perform readily dotted-note rhythms, compound meters and the like as the literature indicates

Level IV (10-12)
- 18.08 Create and notate rhythms
- 18.09 Produce variations on given rhythms
- 18.10 Produce smoothly a variety of common rhythms

19. The learner will develop skills in listening

Level I (K-3)
- 19.01 Become aware of all sounds
- 19.02 Develop the ability to discriminate between sounds
- 19.03 Recognize familiar melodies on hearing

Level II (4-6)
- 19.04 Identify the distinctive tone qualities of a wide variety of musical instruments
- 19.05 Identify electronically produced sounds
- 19.06 Recognize main and subordinate themes in music
- 19.07 Identify modes of melodies and/or compositions heard (major, minor, pentatonic)
- 19.08 Identify when a chord changes
- 19.09 Identify a variety of cultures through their music

Level III (7-9)
- 19.10 Identify musical forms (rondo, theme and variations, sonata, etc.)
- 19.11 Recognize balance, blend and accurate intonation in ensemble performances
- 19.12 Identify a variety of small ensemble combinations
- 19.13 Analyze recorded music in terms of thematic usage and overall form
- 19.14 Identify common national, ethnic, and stylistic devices
- 19.15 Identify many kinds of music and relate them to social usage

Level IV (10-12)
- 19.16 Demonstrate sufficient discriminatory skills to make independent judgments
- 19.17 Identify music by major historical periods
- 19.18 Identify major composers on hearing
- 19.19 Critique performances, both live and recorded, including own performance

20. The learner will develop instrumental performance skills

Level I (K-3)
- 20.01 Play a steady beat on a variety of rhythm instruments to accompany recordings and classroom singing
- 20.02 Play the melodic rhythm on a variety of rhythm instruments to accompany recordings or classroom singing
- 20.03 Demonstrate phrase and section divisions by using contrasting instruments
- 20.04 Perform with resonator bells, piano, and the like in addition to rhythm instruments

Level II (4-6)
- 20.05 Play simple chord accompaniments on the autoharp
- 20.06 Use instruments to create sound effects for songs or stories
- 20.07 Perform on melody flute and/or recorder with appropriate fingering and breath control
- 20.08 Play major and minor scales on bells, piano or other melody instruments
- 20.09 Perform with ease on social instruments and autoharp
- 20.10 Perform on brass, wind and/or stringed instruments (where offered)
- 20.11 Play simple melodies by ear on familiar melodic instruments

Level III (7-9)
- 20.12 Demonstrate basic tone production (attack-sustain-release)
- 20.13 Demonstrate correlation between embouchure and tone produced
- 20.14 Demonstrate tone control (use of proper breath support, bowing techniques, strumming and picking techniques, and the like)
- 20.15 Demonstrate common articulations with fluency (wind/brass tonguings: single, double, triple, legato, staccato, etc; string bowings: straight, spiccato, martelé, etc. plucked instruments: a variety of strums
- 20.16 Demonstrate alternate fingerings: winds, cross-fingerings; strings, positions
- 20.17 Demonstrate varied mallet and sticking techniques on percussion instruments
- 20.18 Demonstrate effective vibrato

Level IV (10-12)
- 20.19 Perform with accuracy and appropriate articulation all major and minor scales and arpeggios through a two-octave range
- 20.20 Perform chromatic scale throughout usable range
- 20.21 Produce varied qualities of sound pertinent to the style of the music
- 20.22 Demonstrate idiomatic characteristics of chosen instrument
- 20.23 Play expressively both alone and in concert with others
- 20.24 Carry out the shaping of phrases as conceived
- 20.25 Execute pertinent articulations with clarity: legato, staccato, martellato, sforzando, etc.
- 20.26 Execute pertinent ornaments with stylistic understanding: trills, turns, appogiaturas, and the like

21. The learner will develop creative skills

Level I (K-3)
- 21.01 Create rhythmic responses to musical stimuli
- 21.02 Create new sounds and organize them
- 21.03 Develop simple compositional skills and communicate them through the written score
- 21.04 Improvise rhythms and melodies

Level II (4-6)
- 21.05 Create original melodies
- 21.06 Create additional verses to songs
- 21.07 Create chants, descants and ostinati
- 21.08 Create introductions and codas
- 21.09 Create accompaniments
- 21.10 Create original compositions for varied media including electronic ones

Level III (7-9)
- 21.11 Focus creative efforts to achieve specific results
- 21.12 Communicate intentions clearly through written score

Level IV (10-12)
- 21.13 Create music for specific media: any combination of voices and/or instruments (traditional or electronic) or non-standard instrumentalities

22. The learner will develop skills in music reading

Level I (K-3)
- 22.01 Read simple rhythm patterns by using pictures or symbols
- 22.02 Relate the sound of a pitch to its notated placement

22.03 Follow simple notation of a melody using pictures, contour lines, line notation and staff notation
22.04 Read simple rhythm patterns associating note symbols with bodily movement (walk, run and hold)

Level II (4-6)
22.05 Read melodies using syllables, numbers and letter names
22.06 Use the musical pulse to measure rhythm
22.07 Write simple melody and rhythm patterns from dictation
22.08 Identify and functionally use key signatures
22.09 Use meter signatures and fractional denominations
22.10 Incorporate expressive phrasing into the reading process
22.11 Read parts in vocal and instrumental music
22.12 Read chord symbols with autoharp

Level III (7-9)
22.13 Read music appropriate to grade level with fluency
22.14 Read treble or bass clef as needed
22.15 Interpret tempo and expressive markings accurately
22.16 Use knowledge of rhythmic relationships to reproduce complex rhythm patterns from notation
22.17 Apply understanding of scale and interval relationships in melodic reading

Level IV (10-12)
22.18 Incorporate stylistic indications into the reading process
22.19 Read with appropriate articulation, bowings, phrasing, and the like
22.20 Read with appropriate fingerings, breath indications, and the like

23. The learner will develop skills in form and analysis

Level I (K-3)
23.01 Recognize like and unlike phrases
23.02 Recognize contrasting sections, melodies and rhythms
23.03 Recognize repeated sections, melodies and tone colors

Level II (4-6)
23.04 Identify phrases by ear and by sight
23.05 Identify repetition, contrast and variation
23.06 Know characteristics of compositional forms: sonata, symphony, concerto, etc.

Level III (7-9)
23.07 Identify common formal structures: ABA, Rondo, etc.
23.08 Recognize characteristics of pieces such as scherzo, nocturne, etc.

Level IV (10-12)
23.09 Analyze music as an aid in preparation for performance
23.10 Use analytic procedure to understand alternate interpretative possibilities

24. The learner will develop a knowledge of music terminology

Level I (K-3)
24.01 Recognize, read and spell basic music terms suitable for grade level

Level II (4-6)
24.02 Identify terms and symbols encountered in performance and analysis
24.03 Know names of pertinent compositions, composers and performers

Level III (7-9)
24.04 Use appropriate terminology in discussing music
24.05 Relate music terminology to general language usage

Level IV (10-12)
24.06 Know and correctly apply a broad range of terms involved in music

25. The learner will develop a knowledge of music literature

Level I (K-3)
25.01 Demonstrate basic knowledge of the uses of various kinds of music
25.02 Be familiar with a wide variety of music

Level II (4-6)
25.03 Know music of varied style periods including the present
25.04 Know some of the contributions to music of varied ethnic and cultural groups
25.05 Know some experimental music
25.06 Know some of the effects of social, political and other forces on the development of music literature

Level III (7-9)
25.07 Categorize music by use, style, national character and performance medium
25.08 Know the extensiveness of music literature and routes for further exploration

Level IV (10-12)
25.09 Identify examples of music from the major periods and cultures
25.10 Know sources for further study and experience

26. The learner will develop skills in conducting

Level I (K-3)
26.01 Respond to simple conducting gestures

Level II (4-6)
26.02 Focus attention on conductor and follow expressive directions
26.03 Understand conductor's beat indications and follow them
26.04 Lead classroom singing and rhythm activities with simple motion to keep group together with the beat

Level III (7-9)
26.05 Demonstrate basic conducting techniques, including the preparatory beat, downbeat, up-beat, release, etc.
26.06 Demonstrate techniques for conveying expression

Level IV (10-12)
26.07 Conduct effectively, with clear indications of beat and expression

27. The learner will develop coordinative skills

Level I (K-3)
27.01 Handle music equipment with care and effectiveness

Level II (4-6)
27.02 Show proper physical approach to playing instruments
27.03 Show proper physical approach to singing
27.04 Understand necessity for and use technical exercises to improve proficiency

Level III (7-9)
27.05 Sustain given dynamic levels for extended periods

Level IV (10-12)
27.06 Perform rapid passages with dexterity (fluent fingerings and tonguings on wind instruments; hands and arms with strings, percussion, and the like; vocal dexterity)
27.07 Execute sudden and decisive shifts in tempo and dynamic level
27.08 Draw together many composite skills to project music as a means of communication at a high level

Educational Media

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Educational Media

Good educational media programs are designed to assist learners in finding, generating, evaluating, and applying information that helps them to function effectively as individuals and to participate successfully in society. Quality media programs serve students by providing a well-chosen collection of media at different levels of maturity, ability, and interest; providing guidance in the location, selection, evaluation, and use of these materials; contributing to the development of skills in reading, viewing, listening, evaluating, and communicating; developing skills in the production of special learning materials; and teaching them how to relate to and use outside resources.

Two integral components of good educational media programs are a sequential media study skills program and a balanced literature and literary enrichment program. Library/media skills instruction should be initiated with the students' first use of books and continued consistently through a unified plan (K-12), the ultimate goal being to help children become independent users of all types of resources. A carefully planned literature program (K-12) provides students with experiences enabling them to understand themselves and their universe better and affording them a basis for developing their own values and standards.

MAJOR COMPETENCY GOALS OF EDUCATIONAL MEDIA

Orientation and Organization: The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections

Selection and Utilization: The learner will select and use materials and equipment appropriate to personal needs and classroom assignments

Comprehension and Application: The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere

Production and Presentation: The learner will design, produce and/or select a variety of media formats to present information

Appreciation: The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation

Students learn and develop at varying rates depending on background, abilities, needs and interests. Few skills can be acquired with one brief exposure. Therefore, continued reinforcement of skills previously introduced intensifies the student's ability to be an independent user of all types of media resources. It is the joint responsibility of teachers and media personnel, working together as an instructional team to ensure that each student has these experiences. It is imperative that the teaching of media skills be integrated with and relevant to curricular needs rather than in separate, unrelated units. The nonavailability of equipment and materials may hamper the process in some situations; however, it is strongly recommended that a continual effort be made to expand and improve facilities, equipment, and materials necessary to implement a strong educational media skills program (K-12).

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.01 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center, types of materials, and services available • follow oral and simple written instructions for using the center • check out and return materials and equipment 1.02 Identify simple library/media terms after having been introduced to them 1.03 Locate and identify various materials and equipment in the media center, such as: • books • records/record players • filmstrips/filmstrip projectors and viewers • cassettes/cassette players and recorders • sound filmstrips/projectors and viewers • transparencies/overhead projectors • filmloops/filmloop projectors • ITV programs /TV monitors and receivers • headsets and jack boxes • opaque projectors • films/film projectors 1.04 Locate specific title or type of library/media reference material, such as: • card catalog • dictionaries • general encyclopedias • magazines 1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.01 Select a variety of media and begin to use reading, writing, listening, and viewing skills to obtain information 2.02 Use alphabetical order to locate materials and begin to find information in sources such as dictionaries, indexes, and the card catalog 2.03 Follow oral and/or simple written instructions for using materials and equipment 2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment—e.g., record players, filmstrip projectors and viewers, overhead projectors, cassette players and recorders, sound filmstrip viewers and projectors, TV monitors/receivers, headsets and jack boxes, 8mm loop projectors, radios 2.05 Use the following features of print and nonprint materials to find information: spine, covers, title page/frame, table of contents, illustrations, index, captions, and superimposed words 2.06 Begin to select information based on the 10 main classes of the Dewey Decimal Classification System as keys for locating areas of interest or need 2.07 Begin to select materials in various formats from the card catalog by author, title, and subject 2.08 Select and use print and nonprint materials guided by personal interest and an awareness of the availability of diverse formats 2.09 Identify, select, and use simple fiction and nonfiction in a variety of formats—e.g., Easy book, simple fiction 2.10 Select and use the following general reference sources: card catalog, dictionaries, general encyclopedias, and magazines

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.01 Follow oral instructions for using the media center and its resources and begin to follow simple written instructions 3.02 Alphabetize through two letters and demonstrate an understanding of guide letters and words on the spines and pages of encyclopedias and dictionaries 3.03 Demonstrate an understanding of the following features of print materials: • purpose of information on title pages—e.g., title, author, publisher • arrangement of table of contents as a reference to specific chapters and their page numbers • illustrations in relation to passages in the text • arrangement of index as an alphabetical reference to specific words and their page numbers • information in simple maps, charts, and graphs 3.04 Demonstrate an understanding of call numbers on catalog cards and spines of books by finding Easy books and simple fiction/nonfiction through the use of call numbers on catalog cards 3.05 Understand by the third grade that the card catalog is an alphabetical index to materials in the media center and begin to locate information by: • recognizing that author, title, and subject cards exist as keys for locating resources and that author cards are filed by surnames • using guide letters to select correct catalog drawer • using guide cards to locate entries in catalog drawer • disregarding "A," "AN," or "THE" when used as articles at the beginning of an entry • using call numbers from the card catalog to locate fiction and nonfiction 3.06 Begin to comprehend the unique properties of nonprint media and their accompanying equipment—e.g., a recorded bird sound versus a written description 3.07 Restate information from brief, factual articles in one sentence or one paragraph, naming the source orally or in writing 3.08 Apply reading, writing, listening, and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media 3.09 Begin to differentiate between fact and fiction, nonprint commercials and print advertisements, verbal and nonverbal communication—e.g., spoken word versus facial expression—encountered in various media

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 4. The learner will design, produce and/or select a variety of media formats to present information	4.01 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • preparing a simple oral or written plan 4.02 Operate simple equipment for production and presentation, such as: cassette recorders and overhead projectors 4.03 Present information and creative ideas through personally designed and produced media, such as: • student produced books • audio cassettes • puppets • dioramas • simple maps • charts • posters • flannel board stories • mobiles • handmade transparencies

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.02 Demonstrate appreciation by choosing titles of varied forms and genres after an introduction to award-winning titles, classics, and other outstanding children's literary selections 5.03 Identify award-winning authors and illustrators and be familiar with their works after an introduction to outstanding children's literature 5.04 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others 5.05 Choose to browse through easy print and nonprint, children's periodicals, and participate in educational games and puzzles during leisure time 5.06 Recognize television programs and motion pictures of educational value 5.07 Begin to understand and acknowledge the concept of authorship 5.08 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.09 Share knowledge in using the media center with others 5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently 5.11 Choose to assist with simple media center tasks

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.06 After an introduction to media personnel, a tour of the media center, and discussion of the center's policies and procedures, the learner will: • name media center personnel • locate and identify various areas of the media center and the materials/services available • follow oral and written instructions for using the center • check out and return materials and equipment 1.07 Identify library/media terms after reviewing simple terms and being introduced to more advanced terms 1.08 Locate and identify more specialized materials and accompanying equipment, such as audio tapes/reel-to-reel recorders, slides/slide projectors, sound-slide programs/sound-slide equipment, and simple production equipment 1.09 Locate and identify: • general periodical indexes—e.g., SUBJECT INDEX TO CHILDREN'S MAGAZINES • special reference materials—e.g., atlases and almanacs • single-volume reference books • periodicals (current and back issues) • information/picture files • maps, charts, and globes • community resources 1.10 Locate and identify a range of materials available from the local public library useful for recreation, information, or school assignments

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.11 Acquire additional skills in reading, writing, listening, and viewing to find information in all curricular areas 2.12 Use subject headings, cross-references, and guide words to find information in sources such as dictionaries, indexes, encyclopedias, and the card catalog 2.13 Follow oral and simple written instructions for using materials and equipment 2.14 Operate more complex listening and/or viewing equipment—e.g., slide projectors, reel-to-reel tape recorders, film projectors, opaque projectors 2.15 Select pertinent information from the following features of print and nonprint materials: preface, foreword, introduction, glossary, appendix, maps, charts, graphs, credits, and legends and scales 2.16 Begin to select information sources based on the divisions within the ten main classes of the Dewey Decimal Classification System 2.17 Select materials in various formats from the card catalog by author, by title, by subject, and by specific information on the catalog card—e.g., annotation, copyright 2.18 Select and use print and nonprint materials based on level of difficulty, relevance to needs or interests, and advantages of formats 2.19 Begin to select and use print and nonprint materials according to basic literary forms and genres, such as: folktale, biography, autobiography, newscast, drama, science fiction, and mystery and detective stories 2.20 Select and use, as needed, special reference materials, such as: • general periodical indexes—e.g., SUBJECT INDEX FOR CHILDREN'S MAGAZINES or ABRIDGED READERS' GUIDE • specialized reference sources—e.g., atlases, almanacs, indexes • single-volume reference books • periodicals (current and back issues) • information, picture, and community resource files • maps, charts, globes 2.21 Select and use current periodicals for up-to-date information

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.10 Follow oral instructions and comply with directions on simple signs in using the media center and its resources and in observing its policies 3.11 Demonstrate increased understanding of guide words and letters on the spines and pages of reference materials, and alphabetize through four letters in using the card catalog and locating materials on shelves and information in materials 3.12 Understand and/or use the following features of print and nonprint materials: • purpose and information available in forewords, prefaces, introductions • copyright dates as indicators of ownership and of how up-to-date materials are • arrangement and kind of information available in glossaries • supplementary information available in appendices • information visualized on maps, outlined in charts, plotted on graphs, as it extends and clarifies content • purpose and information available in title frames and credit frames of nonprint media 3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections 3.14 Understand and use the card catalog to locate information by: • applying the rule that "nothing precedes something"—e.g., "BIRDS"

precedes "BIRDS OF PREY"
- distinguishing readily among author, title, and subject cards—e.g., recognizing subject card because top line is capitalized, distinguishing books *by* a person from books about a person
- selecting audiovisual materials by format designated in call number
- using key words when searching for information
- originating alternative key words for those not appearing in card catalog—e.g., "Eskimos" if "igloos" does not appear
- referring to additional titles indicated by "see" and "see also" references
- understanding and applying special filing rules—e.g., realizing that numerals are filed as if spelled out

3.15 Perceive the advantages of certain nonprint media over others in obtaining information and preparing assignments—e.g., a transparency for demonstration purposes in an oral report

3.16 Begin to gather and organize information from print, visual, and auditory resources as follows:
- collect and record bibliographic information
- skim or scan for specific item
- take accurate notes
- paraphrase
- put in logical order
- outline
- generalize
- summarize without plagiarizing

3.17 Combine data from more than one source, print and nonprint, for brief reports—e.g., nonfiction books, encyclopedias, filmstrip—and acknowledge sources in simple, alphabetized bibliography showing author/producer, title, and medium

3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media

3.19 Begin to distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 4. The learner will design, produce and/or select a variety of media formats to present information	4.04 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • preparing a written plan for the production – e.g., script or storyboard • listing equipment and materials required for the production 4.05 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, simple cameras, lettering devices, drymount press, slide projectors, filmstrip projectors 4.06 Present information and creative ideas through personally designed and produced media, such as: audio cassettes or tapes; thermal transparencies; slides or filmstrips without a camera; simple photographs; simple newspapers; bar, line, and circle graphs; displays and bulletin boards

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.13 Read and view more widely and discriminately following an introduction to award-winning titles, classics, and other outstanding children's literary selections 5.14 Express and support opinions regarding literature read, when given the opportunity

5.15 Communicate personal enjoyment of pleasurable experiences in reading, listening, and viewing to others
5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time
5.17 Choose television programs and motion pictures valuable for education and/or entertainment, when given the opportunity
5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty
5.19 Demonstrate an understanding of the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby
5.20 Choose to share knowledge in using the media center with others, when given the opportunity
5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently
5.22 Choose to assist with responsible media center tasks, when given the opportunity

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
1. The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections	1.11 Name media center personnel; locate and identify various areas of the media center and materials/services available; follow oral and written instructions for using the center; and checkout/return materials and equipment following an appropriate orientation 1.12 Define specialized media terms after being introduced to them 1.13 Locate and identify videotapes/videotape equipment, more complex and specialized production equipment, and computer terminals where available 1.14 Locate and identify: • periodical indexes — e.g., ABRIDGED READER'S GUIDE TO PERIODICAL LITERATURE • specialized reference materials — e.g., geographical and biographical dictionaries, scientific encyclopedias, gazetteers, thesauri • specialized periodicals (current and back issues) • special bibliographies 1.15 Locate and identify a range of public library media useful for recreation, information, or school assignments

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.22 Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas 2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross-references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog 2.24 Follow oral and written instructions for using materials and equipment 2.25 Operate increasingly intricate listening and/or viewing equipment — e.g., videotape equipment 2.26 Find specific information in special elements of materials such as bibliographies, footnotes, and legends and scales 2.27 Select more specialized information based on sections within the divisions of the Dewey Decimal Classification System 2.28 Increase and strengthen card catalog skills 2.29 Select and use print and nonprint materials that are accurate, authoritative and current 2.30 Select and use materials based on an understanding of finer distinctions among literary forms and genres, such as short story, editorial, Western, comedy, and documentary

2.31 Exhibit competency in selecting and using, for special reference needs, such sources as:
- periodical indexes – e.g., ABRIDGED READER'S GUIDE
- specialized reference sources – e.g., geographical and biographical dictionaries, scientific encyclopedias
- specialized periodicals (current and back issues) – e.g., AMERICAN HERITAGE
- bibliographies

2.32 Select and use a wider variety of current periodicals for up-to-date information

2.33 Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
3. The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere	3.20 Follow directions for operating audiovisual equipment and instructions provided inside printed reference works and index services 3.21 Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements 3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media – e.g., photograph captions, paragraph headings 3.23 Demonstrate growing understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections 3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by: • using cross-references with ease • using subject headings and simple subheadings – e.g., "INDIANS OF NORTH AMERICAN – LEGENDS" • understanding and applying special filing rules – e.g., knowing that under the history of a country, historical periods are filed chronologically, so that "U.S. – HISTORY – 1492-1776" is filed before "U.S. – HISTORY – 1865-1918" 3.25 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects 3.26 Gather and organize information from print, visual, and auditory resources as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing 3.27 Combine selected data from print and nonprint materials, including current sources (e.g., periodicals, information files), in concluding research for a paper or report, and credit sources in properly organized footnotes and bibliographies 3.28 Apply more sophisticated reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media 3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media – e.g., national popularity of products promoted in clever television commercials 3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
4. The learner will design, produce and/or select a variety of media formats to present information	4.07 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production — e.g., script or storyboard • listing equipment and materials required for the production and/or presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production 4.08 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment 4.09 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8mm films, sound/slide programs, videotapes

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.23 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.24 Appreciate the literary merits of classic titles and read and view more selectively following an introduction to award-winning titles, classics, and other outstanding literary selections 5.25 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze literature, including plot, character, setting, etc. 5.26 Choose to share information on print and nonprint titles especially enjoyed and appreciated 5.27 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time 5.28 Develop evaluative criteria needed to determine strengths and weaknesses in television programs and film productions 5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty 5.30 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.31 Choose to share knowledge in using the media center with others 5.32 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently 5.33 Choose to assist with reponsible media center tasks

ORIENTATION AND ORGANIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will demonstrate a working knowledge of the media center's	1.16 Identify media personnel; locate various areas of the center and the materials/services available; follow instructions for the center's use; and checkout/return media following an appropriate orientation

organization and of procedures required to use the center and its collections	1.17 Define a comprehensive list of library/media terms after an appropriate introduction to them 1.18 Locate and identify microforms/microform equipment and audio/video retrieval equipment where available 1.19 Locate and identify: • periodical indexes, such as: ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies 1.20 Locate and identify both public library and special library reference resources for school research papers and projects, as well as vocational and avocational materials available through other information systems

SELECTION AND UTILIZATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
2. The learner will select and use materials and equipment appropriate to personal needs and classroom assignments	2.34 Exhibit increased competencies in more advanced reading, writing, listening, and viewing skills 2.35 Demonstrate proficiency in alphabetizing and using subject headings, cross-references, and guide words needed to find information 2.36 Follow oral and written instructions for using materials and equipment 2.37 Select and use with proficiency a variety of specialized listening and/or viewing equipment, such as microform equipment, audio/video retrieval equipment, and computer terminals 2.38 Exhibit greater competency in isolating and extracting increasingly specialized information from all components of print and nonprint media 2.39 Identify, locate, and retrieve needed information sources readily through practical knowledge and application of the Dewey Decimal Classification System 2.40 Demonstrate increased competency in using relevant information on catalog cards 2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format 2.42 Discriminate knowledgeably among literary forms and genres in both print and nonprint materials, selecting and using those applicable to needs or interests, such as novel, satire, critical essay, travelogue, sonnet, and historical fiction 2.43 Show capability in selecting and using a comprehensive range of research tools, including the following: • periodical indexes — e.g., ABRIDGED READERS' GUIDE or READERS' GUIDE TO PERIODICAL LITERATURE • more specialized and comprehensive reference materials — e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts • specialized encyclopedias and bibliographies 2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints 2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic

COMPREHENSION AND APPLICATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
3. The learner will identify concepts presented in media, interpret and organize	3.31 Follow oral and written instructions for using the media center and its resources in conducting independent research and completing classroom assignments

information, and develop evaluative skills for understanding media at school and elsewhere	3.32 Demonstrate proficiency in alphabetizing and other locater skills necessary for more independent use of the library/media center 3.33 Use selectively and independently any or all components of print and nonprint materials in identifying relevant information sources — e.g., cassette tape labels, tables of contents, filmstrip guides 3.34 Demonstrate a sound understanding of call numbers, catalog cards, and nonprint labels for locating fiction, nonfiction, and special collections 3.35 Review and refine previously introduced card catalog skills and use the card catalog as the major index to all library resources by: • using more inclusive subject headings and more precise subheadings, and vice versa, as further clues in identifying appropriate sources — e.g., if nothing appears under "SICKLE CELL ANEMIA," the learner will search under "BLOOD" • locating important chapters or sections of materials by using analytic cards and contents notes • locating serials by the card catalog — e.g., BEST SHORT STORIES OF 19__ 3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects 3.37 Demonstrate greater independence in applying research skills needed in gathering and organizing information properly for written, oral, or multimedia presentations, as follows: • collect and record bibliographic information • skim or scan for specific item • take accurate notes • paraphrase • put in logical order • outline • generalize • summarize without plagiarizing 3.38 Combine selected data from a variety of complex media in concluding an in-depth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies confirming to an authoritative style manual 3.39 Apply reading, writing, listening, and viewing skills necessary for comprehending basic content — e.g., sequence of events, main ideas, relationships, details — in diverse media used in conjunction with classroom assignments or independently 3.40 Identify and define more subtle forms of propaganda and bias in mass media — e.g., the use of name-brand products among stage props of television dramas; the strategic location and length of front page news stories to support a particular editorial viewpoint 3.41 Compare and contrast points of view from several sources and diverse formats

PRODUCTION AND PRESENTATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
4. The learner will design, produce and/or select a variety of media formats to present information	4.10 Follow a specified procedure for producing materials which communicates information or ideas by: • stating the purpose for a production activity • determining the production format most effective in achieving the purpose • preparing a written plan for the production — e.g., script or storyboard • listing equipment and materials required for the production and presentation • selecting and/or creating appropriate visuals, music or sound effects • evaluating the resulting production 4.11 Operate equipment for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copy camera with copy stand, super 8mm cameras and projectors, slide projectors, filmstrip projectors, drymount press, lettering devices, tape and film splicers, videotape equipment 4.12 Present information and creative ideas through personally designed and produced media, such as: audio cassettes and tapes, thermal transparencies, photographs, slides, 8 mm films,sound/slide programs, videotapes

APPRECIATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12 5. The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation	5.34 Select materials for pleasure and personal information as well as in conjunction with classroom assignments 5.35 Choose good literature to read, view, and listen to for pleasure and information following an introduction to classics and other outstanding literary selections 5.36 Express and support opinions regarding literature read, when given the opportunity, as well as be able to analyze critically various types of literature, including their styles, themes, characterizations, etc. 5.37 Choose to share pleasurable reading, listening, and viewing experiences with others 5.38 Choose to browse through print and nonprint media for recreation or information during leisure time 5.39 Develop personal and school influenced criteria in order to become more sophisticated and discriminating in television and film viewing 5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty 5.41 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby 5.42 Share knowledge in using the media center with others 5.43 Demonstrate a responsible attitude toward maintenance of the media facility, its materials and equipment, respect for personnel, and greater understanding of the media program 5.44 Choose to assist with a variety of responsible media center tasks

Healthful Living

Health, physical education, and safety

Health

The purpose of the Health Education competency goals is to assist administrators and teachers in the planning and evaluation of children's knowledge and skills in the area of health. The performance indicators represent the core learning outcomes that most children should attain as a result of a comprehensive health education program.

Comprehensive health education is defined as including dental health; disease control; environmental health; family life and human development; mental health; nutrition; safety and accident prevention; use of alcohol, drugs and tobacco; consumer health and communicable diseases. It is not suggested that all topics be taught at every grade level; rather a few topics should be taught in depth at a given grade level. The health education consultants recommend that each grade level include the following subjects:

K-3: Dental Health, Nutrition, Mental Health, Communicable Diseases, Safety, Family Life, Growth and Development

4-6: Consumer Health, Dental Health, Mental Health, Chemicals, Chronic Diseases, Family Life, Growth and Development, Environmental Health

7-9: Consumer Health, Nutrition, Mental Health, Chemicals, Communicable Diseases, Health Services, Family Life, First Aid

10-12: Mental Health, Chronic Diseases, Health Careers, Family Life

The competency goals and performance indicators that follow correspond to these emphases.

MENTAL HEALTH

Health

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will recognize his own uniqueness	1.01 Describe in pictures or words some ways in which you are different from every other person
2. The learner will be aware of similarities between himself and others	2.01 Discuss in words five ways in which you are like every other person in the class
3. The learner will be aware of his own power	3.01 Identify at least three things you have power over (e.g., an animal's behavior, ability to make another feel good or bad)
4. The learner will feel proud of his own abilities	4.01 Complete this sentence in pictures or words, giving at least three different answers: "Some things I do well are. . . ." 4.02 Complete this sentence in words: "An important thing about me is. . . ."
5. The learner will be aware of his importance to others	5.01 Complete these sentences: "One thing I can do to make my family happy is. . . ." "One thing my teacher depends upon me for is. . . ."
6. The learner will appreciate the importance of self-concept to himself and others	6.01 Define the term self-concept 6.02 Name five specific acts that you could do to help another person feel good about himself (e.g., compliment, listen carefully) 6.03 Name five specific acts that one person might do to another that might make the other person feel bad about himself (e.g., laugh at, leave out of a group)
7. The learner will be sensitive to the role of groups in daily living	7.01 Name at least five groups of which you are a member (e.g., class, family) 7.02 Describe one thing important to yourself which you could not achieve or have without help from a group that you are part of 7.03 Explain three behaviors that are not helpful to groups (e.g., bossiness, selfishness)
8. The learner will respect rights and property of others	8.01 In response to a description of a school rule (e.g., presence at starting time of school day), describe at least one specific problem that could occur if the rule did not exist, and describe how that problem might affect you or other students 8.02 Name one possession that is valuable to you, and describe how you would feel if that possession were damaged or stolen by another person 8.03 Explain three "rights" that you have (e.g., the right to like or dislike anything you wish, the right to feel anyway you want to) and three rights that you *don't* have (e.g., the right to behave any way you like)
9. The learner will demonstrate an awareness of feelings in himself and others	9.01 Name at least five different feelings (e.g., anger, happiness, hurt, joy) 9.02 Given pictures or roleplays depicting specific feelings, tell about an incident in which you have had these feelings 9.03 Given pictures depicting specific feelings, identify possible causes for these feelings
10. The learner will identify possible ways people can make constructive changes in the way they feel	10.01 Name two people you can discuss a problem with 10.02 Given a story or roleplay of a child with a problem, identify methods to change the negative feelings (e.g., directing energies toward hobbies, talking to someone, changing attitudes) 10.03 List or roleplay constructive and destructive methods of getting rid of angry feelings

11. The learner will comprehend that behavior and feelings are related

11.01 Given a list of feelings or pictures depicting feelings, identify one potential behavior of a person having that feeling. For example:

FEELING	POTENTIAL BEHAVIOR
happy	• laughing • smiling • jumping up and down
feeling left out	• crying • bullying • moping

Grades 4-6

12. The learner will demonstrate realistic self-appraisal skills

12.01 Prepare an advertisement listing qualities about yourself that other people might like to acquire
12.02 Identify a person (e.g., actor, sports figure, historical character, cartoon character) whom you admire, and relate at least one way that you are like that person
12.03 Write two lists of at least three items with each under the headings: "Things I don't like about myself that I could change" and "Things I wish I could change about myself, but can't"
12.04 Identify three personal characteristics that you like in other people and that you also have, and three characteristics that you also have but don't admire
12.05 Identify at least one way that your personality has changed in the last year, and one way you would like for it to change in the next year. State three things you are capable of doing to help bring about this change

13. The learner will exhibit positive interpersonal relations skills

13.01 Define the term "stereotyping" as applied to interpersonal relations, and describe how stereotyping can impede interpersonal relations
13.02 Relate three personal qualities that you value in a friend, and evaluate yourself in terms of those qualities
13.03 Given a short story involving several different characters, select the character you would most like for a friend and explain your reasons for your choice
13.04 Identify "common courtesies" that you have performed in the last week
13.05 List two positive behaviors and two negative behaviors that a person might engage in to meet each of the following needs:
(1) Attention
(2) Belonging to a group of peers
(3) Independence
13.06 Given three short interpersonal problem situations, indicate a possible cause for each problem and suggest two alternative solutions
13.07 Define the difference between praise and criticism, and state a hypothetical situation in which you could use praise as a method for changing a bothersome behavior in another person
13.08 Describe one regular behavior of your own that you are not happy about, and discuss the steps you could take to change that behavior, if you wished

14. The learner will be aware of emotions in himself and others

14.01 Given three pictures depicting persons experiencing strong emotions:
(1) Identify the emotions for each picture
(2) Describe a time when you experienced the same emotion
14.02 Complete the following sentences:
(1) A person can make me angry when he. . . .
(2) The first thing I do when I am angry is. . . .
(3) Three ways I can show love are. . . .
(4) Something about school that bothers me sometimes is. . . .
(5) The last time I felt frightened was when. . . .
(6) The thing that bothers me the most is. . . .
14.03 Complete the following sentences:
(1) The last time I made someone else angry was when I. . . .
(2) One time when I made my mother or father worry was when I. . . .
(3) The time when the students in my class were the most excited was when. . . .

15. The learner will demonstrate skill in dealing with emotional stress

15.01 Describe a situation that can make you nervous and discuss three different ways you might prevent or handle the nervousness
15.02 Given a paper divided into three columns entitled "Feeling," "What Caused It," and "What I did About It," fill in the paper with three examples, limiting yourself to negative feelings

Grades 7-9

16. The learner will use communication skills effectively to promote better interpersonal relations

16.01 Demonstrate body language indicating:
(1) Interest in what another person says
(2) Disinterest in the other person
16.02 Accurately summarize a three-minute statement by another person
16.03 List five short verbal statements that invite another person to continue a discussion
16.04 Paraphrase, without indicating approval or disapproval, a three-minute statement about an emotional, controversial subject
16.05 List four ways of starting a sentence intended to clarify what another person has said
16.06 For each of the following statements, identify one possible feeling that the speaker might be experiencing and write a "Listening for Feeling" response:
(1) "My parents just don't understand me"
(2) "She always gives me low grades — lower than anyone else. I don't think she likes me, but she's not honest enough to say it"
(3) "My classmates make fun of me because I'm fat. They don't invite me to their parties or anything"
(4) "Passing that test is the luckiest thing that ever happened to me"
16.07 Write a "Behavior Feedback" statement responding to each of these situations:
(1) Your father helps you with your homework and you get a good grade
(2) Your assignment in class is to work with a small group to draw a map, but John refuses to cooperate with the rest of the group and keeps trying to tell jokes
(3) Your sister borrows your record player to take to a party without asking you first

17. The learner will effectively contribute to group decision-making

17.01 List three "roles" that members of groups often assume
17.02 Describe three factors which tend to help group members feel satisfied with group decisions
17.03 Describe, in a paragraph or two, the characteristics of groups that you like to be a part of

18. The learner will be aware of positive personal attributes

18.01 List five things about yourself that you admire

19. The learner will demonstrate goal-achieving skills

19.01 Identify a personal goal that you have for yourself and describe in one or two paragraphs methods of achieving that goal

20. The learner will be aware of common psychological "defense mechanisms"

20.01 State an example illustrating each of the following psychological defense mechanisms:
(1) Rationalization
(2) Projection
(3) Conversion
(4) Compensation
(5) Daydreaming
(6) Regression

21. The learner will be aware of the affect of emotions on behavior

21.01 Given the following behavior/emotion pairs, write an example of how the emotion might affect the behavior:
(1) Driving a car/anger
(2) Babysitting/boredom
(3) Chopping wood with a dull ax/frustration

22. The learner will be aware of methods of coping with emotional stress

22.01 List two common sources of emotional stress for each of the following age groups:
(1) 12 - 15 yrs.
(2) 16 - 19 yrs.
(3) 20 - 30 yrs.
(4) 30 - 50 yrs.
(5) 50 - 65 yrs.
(6) above 65 yrs.
22.02 Given a newspaper article or short story describing an ineffective or dangerous method by which a person has attempted to cope with an emotional stress, describe the situation causing the stress, the emotion involved, the reason why the coping method was unsatisfactory, and two alternative methods of coping which the person might have used
22.03 Describe a recent situation in which you felt anger, fear, or some other potentially distressing emotion; indicate how you actually behaved to resolve the distress; and analyze your behavior as to its appropriateness and successfulness

23. The learner will demonstrate constructive problem-resolving skills	23.01 Identify three important decisions that you expect to have to make in the next three or four years 23.02 Given a list of "non-constructive" methods of resolving problems (e.g., suicide, alcohol abuse), write an example of a problem or need which might result in each non-constructive behavior 23.03 Given a "Dear Abby" type letter describing a personal problem and asking for advice, briefly outline the decision-making steps you would recommend to the person with the problem so that the person could solve his own problems. State an example, appropriate to the context of the letter, for each decision-making step
Grades 10-12	
24. The learner will use communication skills effectively to promote better interpersonal relations	24.01 During a four-minute interaction with another person who discusses a personal problem, exhibit verbal and non-verbal communication techniques which show acceptance, interest, and caring; and which illustrate your understanding of the other person's feelings 24.02 Define the terms "positive reinforcement" and "negative reinforcement", and write an example of each as it might occur in verbal behavior
25. The learner will be aware of his/her own values	25.01 Draw a simple picture of a vehicle that is in some way like yourself (a vehicle that represents you), and then describe in three or four paragraphs a few things that your vehicle says about you that are very important to you 25.02 Thinking in terms of what is important to yourself, identify yourself as one of each of the following pairs of words and then describe what it is that is important to you that caused you to identify yourself as you did: I am more like. . . . (1) Summer ___ Winter ___ (2) Country ___ City ___ (3) Tortoise ___ Hare ___
26. The learner will demonstrate constructive problem-solving skills	26.01 For each of the following situations, identify three alternative ways of handling the situation, and list a few potential consequences (both positive and negative) of each alternative: (1) You are a parent and you have just found marijuana in your thirteen year old daughter's room (2) You are a teacher and you are almost positive that one of your students cheated on an exam (3) You are yourself and you and your friend are ready to leave the party where you have been. You rode to the party with your friend, but you believe your friend has consumed a great deal of alcohol at the party. What do you do

CONSUMER HEALTH

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will distinguish between commercial and non-commercial health information	1.01 Given samples of health related pamphlets, pages from magazines, signs, leaflets, etc., identify which are distributed by commercial sources for commercial purposes
2. The learner will distinguish between health promoting products and cosmetic products	2.01 Presented with a sample of products commonly found in drug stores and supermarkets (e.g., aspirin, hand soap, acne preparation, deodorant, toothpaste, "make-up", cough remedies), identify which are used for promotion of health, which are used for purely cosmetic purposes, and which are used for both purposes
3. The learner will be aware of the purpose and techniques of commercial advertising	3.01 After hearing a tape recording of a television commerical (from a children's program) for a food item, briefly describe what the advertiser wants you to do, what he wants you to believe, and how the advertisement lets you know these two things

4. The learner will select reliable sources of health information	4.01 Given a list of sources of health information (e.g., classmate, grandparent, newspaper article, nurse, teacher, television advertisement, neighbor), identify those sources which are *most likely* to be accurate and complete
5. The learner will recognize common inaccurate health beliefs	5.01 Given a mixed list of factual statements and common superstitions, correctly label each statement as either fact or superstition
6. The learner will accept partial responsibility for his own health	6.01 State a specific example of the responsibility that each of the following has for the learner's own health: (1) Parents (2) Local health department (3) School (4) Learner

Grades 7-9

7. The learner will identify factors which influence health related purchasing decisions	7.01 For each item listed below, describe how advertising, family traditions, peer pressures, or other factors might have influenced the decision to purchase that particular product: (1) Your brand of toothpaste (2) A snack food that you often eat (3) Your brand of vitamins (4) Tobacco products used by someone you know well
8. The learner will differentiate between professionally recognized and non-professional providers of health services and information	8.01 Given a list of local providers of health services and health information (e.g., dentist, healer, clerk in health food store, rescue squad volunteer), place each provider in one of these three categories: (1) Licensed health professional (2) Not a health professional, but some training in specific areas (3) Not specially trained in any area of health
9. The learner will evaluate "popular" or "faddish" health practices and products	9.01 Describe some of the characteristics by which professional and non-professional medical treatments can be distinguished (e.g., the person offering the treatment is a licensed health professional, the treatment has been scientifically tested) 9.02 Identify potential disadvantages of unproven health practices or products (e.g., wasted money, delay in acquiring needed treatment, may be injurious) 9.03 Describe some of the common features of advertisements for non-professional health services and products (e.g., promise "miracles"; use testimonials; appeal to emotions; promise quick, easy results)
10. The learner will evaluate health related advertising	10.01 Given three samples of advertisements for health related products, distinguish between and identify both the stated and the implied benefits of each product 10.02 Given an advertisement for a familiar, over-the-counter health product, identify at least three different sources of information by which the efficacy value of the product could be evaluated
11. The learner will know where to seek help for health problems	11.01 Given a list of community health related agencies, identify which agencies could be expected to provide information or services in regard to each of a series of personal health related problems 11.02 Given a list of potential sources of health information, select the best source for each of a series of health problems 11.03 Given a list of titles of health care professionals, briefly describe the service provided by each
12. The learner will discriminate between health problems susceptible to self-diagnosis and self-treatment, and health problems requiring professional diagnosis and treatment	12.01 Given a series of five sets of health problem symptoms, distinguish those for which professional assistance should be sought 12.02 Given a list of five common, minor health complaints, identify two alternative methods of dealing with each
13. The learner will be aware of family health care costs	13.01 Given a description of a hypothetical "average" family, identify potential types of health care costs which the family could reasonably expect to encounter, and estimate the actual family expenses for several of the major items 13.02 Describe the purpose and advantages of health insurance

NUTRITION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will be familiar with a variety of foods	1.01 Given samples or pictures of a variety of common foods, name the food in each picture 1.02 Given pictures of a variety of common foods, identify the foods you most commonly eat 1.03 Given a list of foods and food characteristics, match the food with the appropriate characteristic: FOOD — CHARACTERISTIC beets — red, round, green leaves corn — yellow, covered with husks carrots — long, pointed, orange
2. The learner will classify foods according to the four basic food groups	2.01 Given a variety of common foods, name which of the four basic food groups each food item is a member of: _____ apples _____ cake _____ bananas _____ soda pop _____ milk shake _____ eggs _____ cheeseburger _____ oatmeal _____ cottage cheese _____ gum 2.02 Prepare a list of foods which you often eat at home and at school, and classify these foods into the four basic food groups
3. The learner will demonstrate knowledge of the relationship between food consumption and health	3.01 State at least three major reasons why people eat (e.g., eating makes us feel good, food gives us energy, food helps us to grow) 3.02 Name at least two basic reasons for eating a variety of foods (e.g., some foods provide more energy than others, the body needs different foods to prevent illness, certain foods are important for proper development, some foods aid in digestion and others do not) 3.03 Describe at least two examples of unhealthful eating practices (e.g., eating too much, eating too little, not eating a variety of foods, not eating foods with roughage, eating spoiled foods or dirty food) 3.04 Identify three foods that aid in digestion (e.g., apples, lettuce, celery)
Grades 7-9	
4. The learner will be knowledgeable of the functions of the basic nutrients	4.01 Given a list of food nutrients and a list of nutrient functions, identify each nutrient's major function in or importance to the human body by drawing a line from the nutrient to its major function: protein - regulate body function vitamins - provide energy minerals - provide for growth carbohydrates - repair body tissues fats
5. The learner will identify the general nutrient value of each food group	5.01 Given a list of food groups and a list of nutrients which are commonly found in these foods, match the food groups to the nutrient(s). For example: FOOD GROUPS — NUTRIENT fruits — protein meat — vitamin C milk — vitamin A vitamin D 5.02 Given a list of nutrients, identify a food which supplies large amounts of the nutrients
6. The learner will comprehend the effect of nutrient deficiency on the human body	6.01 Given examples of nutrient deficiency problems, identify the nutrient that may be lacking; e.g. Anemia _____ Rickets _____

7. The learner will comprehend the relationship between food selection patterns and dietary needs	7.01 Identify at least three of the basic variables in the dietary requirements (e.g., age, sex, state of health, metabolism, activity) 7.02 Given three variables related to human dietary requirements, state at least one specific example of how each can alter dietary requirements (1) Activity (*strenuous activity requires more nutrition*) (2) Sex (*pregnancy may require more nutrition such as calcium*) (3) Age (*change in metabolic processes with age may require fewer calories*)
8. The learner will apply nutrition principles to the selection of well-balanced menus which affect weight	8.01 Given a chart which states nutritional content of foods including calories, select a well-balanced menu you would lose weight on, gain weight on, maintain present weight
9. The learner will evaluate factors related to food fads and fallacies	9.01 Given a situation or statement involving food fads, fallacies, or diets, analyze the statement using sound nutritional principles or information 9.02 Given the name of a special diet (e.g., low carbohydrate, vegetarian), evaluate the diet by comparing it to nutrition principles. Predict what the long-term effects of the diet might be

CHEMICALS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will demonstrate knowledge of factors important to the prevention of poisoning	1.01 Identify common symbols or words on warning labels (e.g., "Caution," "Keep Out of Reach of Children") 1.02 Identify places in the home that would be safe to store poisons (e.g., high shelves, behind locked doors) 1.03 Name at least six potentially poisonous substances that are common in homes
2. The learner will demonstrate decision-making skills when confronted with situations involving chemical use	2.01 Given roleplays or other hypothetical situations, name two alternative methods of dealing with the problem. *Example* — Sally and her sister are playing doctor and patient. Sally wants to get some pills from the medicine cabinet for her patient. You are watching them. What would you do? *Example* — A friend offers you a red pill. What would you do? *Example* — You see your brother chewing on the paint on the window seal. What would you do? *Example* — Roleplay one child trying to talk the other into taking a cigarette or an alcoholic beverage
3. The learner will analyze the effects of smoking	3.01 Given a list of body parts and/or systems, identify those which are most commonly affected by tobacco smoke inhalation (1) Heart (3) Eyes (2) Respiratory system (4) Digestive system 3.02 Given a list of diseases, identify those linked to long-term tobacco dependency/use (1) Heart disease (5) Flu (2) Tuberculosis (6) Emphysema (3) Lung cancer (7) Polio (4) Skin cancer
4. The learner will analyze the influences on a tobacco related decision	4.01 Identify three reasons people begin to smoke (e.g., peer pressure, curiosity, joy seeking) 4.02 After viewing a roleplay of one child offering another a cigarette, identify three alternative methods of handling the situation and the consequences of each alternative 4.03 Identify three personal values that would be incongruent with tobacco use
5. The learner will demonstrate knowledge of drugs and their effects on the body	5.01 Given a list of *True* and *False* questions, identify correct response and briefly describe reasons for the response. For example: ____ coffee, alcohol are stimulants ____ laxatives taken with depressants may be fatal ____ drugs may be habit forming 5.02 Identify three reasons for not using alcohol that you could tell a friend who was contemplating alcohol use (e.g., loss of coordination, loss of judgment, cell damage, may lead to dependency)

6. The learner will comprehend both positive and negative uses of health related products

6.01 Given a list of products which are sold for health promotion, list at least one use and one abuse of the product:

Product	Use	Abuse
Vitamin pills		
Prescription pills		
Non-prescription drugs		
Etc.		

6.02 List at least three potential dangers of self-diagnosis and self-medication

Grades 7-9

7. The learner will be knowledgeable of the effects drugs have on the human body

7.01 Given a list of commonly used drugs, identify the major substance classification of each (The common classifications used are: stimulants, depressants, hallucinogens, and narcotics)

7.02 Given a list of drug and substance categories, identify a corresponding medical use and potential dangers to the body

7.03 Given a hypothetical situation calling for a prediction of the effects of smoking upon a body part or system, predict at least one effect for each. For example:
Mr. Donald has smoked two packs of cigarettes each day for twenty years. What potential effects on the following body parts of Mr. Donald might you predict:
(1) lungs _____
(2) heart _____
(3) mouth and throat _____
(4) blood vessels _____

7.04 State a specific example for each of the following categories of effects of alcohol dependence: physiological, psychological, social, economic

8. The learner will be aware of the possible contributing factors to drug dependency

8.01 List five potential reasons for an individual's addiction to drugs (e.g., insecurity, inability to face problems, low self-esteem, poor interpersonal relationships)

9. The learner will demonstrate knowledge of alternatives to substance abuse

9.01 Given hypothetical situations, identify two alternatives to drug usage. For example:
Jim has no friends. He is fifteen years old and having friends is pretty important to him. He starts hanging around with the crowd in school that uses drugs. The only criterion for membership is drug usage. What are some other ways Jim could obtain friends

9.02 Given a hypothetical situation whereby a decision is to be made, write three possible alternatives which could be followed. For example:
You are at a party and a friend suggests that everyone share some pills he has brought with him. Possible alternatives:
(1) _____
(2) _____
(3) _____
You have decided you do not choose to smoke. Your friends continue to encourage your participation in the smoking habit. Possible alternatives:
(1) _____
(2) _____
(3) _____
Your best friend reveals to you he has a drug problem and wants you to help him. What would you do
(1) _____
(2) _____
(3) _____

9.03 List five activities available to junior high students that might be considered as alternatives to drug use

CHRONIC DISEASES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will demonstrate knowledge of chronic diseases and assorted preventive health behaviors	1.01 Name three different chronic diseases 1.02 Given a list of chronic disorders, identify behaviors associated with that disease. For example: heart disease - lack of exercise, overweight lung cancer - smoking 1.03 Select two different chronic disorders and discuss associated preventive behaviors for the disorder and treatment of the disorder
2. The learner will understand the importance of early detection of cancer	2.01 Identify the seven warning signals of cancer (unusual bleeding or discharge, indigestion or difficulty swallowing, a lump or thickening anywhere in the body, a sore that does not heal, prolonged change in bowel or bladder habits, persistent hoarseness or cough, change in appearance of a wart or mole) 2.02 Name three means for early cancer detection (e.g., self breast examination, pap test, recognition of early warning signals
Grades 10-12	
3. The learner will demonstrate knowledge of chronic disorders and associated health behaviors	3.01 Name five major chronic disorders (e.g., cardiovascular diseases, cancer, diabetes, mental illness, chronic respiratory diseases) 3.02 Given hypothetical situations, indicate knowledge of behavior associated with the cause or prevention of certain chronic diseases. For example: John, a good friend, is afraid of heart disease, as his father had several heart attacks. What health behaviors would you suggest he engage in to help him prevent heart disease Susan smokes two packs of cigarettes each day. What chronic disorders could this lead to and why
4. The learner will recognize the importance of early detection of chronic disorders	4.01 Identify seven warning signals of cancer 4.02 Demonstrate or describe methods for breast self-examination 4.03 Identify symptoms of diabetes

COMMUNICABLE DISEASES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will distinguish between being well and being sick	1.01 Tell how you feel when "well" (e.g., happy, active, not tired, not irritable) 1.02 Tell how you feel when "sick" (e.g., tired, irritable, pain, don't feel like playing) 1.03 Specify advantages for being well (e.g., can play outside, can go to school, can visit friends) 1.04 Specify some disadvantages of being sick
2. The learner will understand that germ-causing organisms are spread in different ways	2.01 Identify at least five ways in which disease-causing germs could be spread among classmates (e.g., coughing, sneezing, exchanging gum, dirty hands, drinking from common cups, dirty utensils, chewing pencils)
3. The learner will demonstrate knowledge of ways of limiting the effects of illnesses	3.01 Identify at least three ways you can prevent spread of germs 3.02 Identify actions you might take if you felt ill 3.03 State at least three reasons for importance of reporting disease signs and symptoms immediately 3.04 Draw two pictures, both depicting a method to prevent becoming ill (e.g., proper nutrition, adequate rest, immunization, isolation from those who are ill) 3.05 Name at least two diseases against which people can be immunized (e.g., Diptheria, Tetanus, Measles, Polio, Mumps) 3.06 Say, in your own words, what immunization is and why it is important

Grades 7-9

4. The learner will identify factors contributing to the occurrence and severity of communicable diseases

4.01 Identify three factors that can affect the occurrence of communicable diseases (e.g., population, nutritional status, emotional status, sanitary techniques)

4.02 List at least three factors in a situation which might account for varying degrees of illness from one person to another (e.g., Bob and Helen both have a cold. Helen has become more ill than Bob. List three factors which might explain the difference)

4.03 Given a list of communicable diseases, mark (O) for those diseases for which the body develops no lasting antibodies and (X) for those diseases for which one can be immunized

(1) ___ Polio
(2) ___ Influenza
(3) ___ Sexually transmitted diseases
(4) ___ Smallpox
(5) ___ Measles
(6) ___ Common cold

5. The learner will discuss transmission symptoms and cure for sexually transmitted diseases

5.01 Given a list of *True* and *False* questions about sexually transmitted diseases, select the correct response and explain the reasons for your response:

(1) _____ Gonorrhea and syphilis are the same disease
(2) _____ You can get sexually transmitted diseases by sitting on a contaminated toilet seat
(3) _____ There is a cure for most sexually transmitted diseases
(4) _____ Untreated sexually transmitted diseases may cause death
(5) _____ There is no agency that helps a person with sexually transmitted diseases
(6) _____ Acne is a sign of sexually transmitted diseases

ENVIRONMENTAL HEALTH

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
1. The learner will be aware of potentially adverse influences on health from the environment	1.01 Given the following list of environmental factors, write a short, specific example of how each factor might be harmful to health (1) air (2) water (3) preserved food (4) radiation (5) pesticides (6) motor vehicles (7) machinery (8) sun (9) weather 1.02 List at least four specific examples each of air pollutants and water pollutants which are potentially harmful to health, and indicate the source of each 1.03 Describe four specific means by which the government tries to insure that food items are safe to eat 1.04 Identify four areas in a typical home environment that can adversely affect health and briefly discuss each area, stating specific examples 1.05 List five things you can personally do to help maintain a healthful environment for yourself and others

FAMILY LIFE/SEX EDUCATION

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will identify contributions and responsibilities of each family member	1.01 Specify at least three responsibilities each family member has (e.g., carrying out duties, helping others, cooking) 1.02 Name two problems that could occur if a family member does not live up to his responsibility

2. The learner will identify and demonstrate knowledge of types of families	2.01 List the various family groups (e.g., one parent, two parents, extended families)
3. The learner will identify reasons why families are needed	3.01 State three ways that fathers, mothers, brothers, sisters, grandparents, and relatives help each other 3.02 List two ways family members contribute to the health of each other (e.g., nutrition, picking up toys so family members don't trip and fall)
4. The learner will correctly name the parts of the body	4.01 Name correctly the parts of the body
5. The learner will understand that all living things reproduce	5.01 Name three living things that reproduce (e.g., people, plants, fish)
6. The learner will give individual insight concerning relationships to members of both sexes and help him/her understand his obligations and responsibilities to others	6.01 List at least three actions that an individual may do to show responsibility to the family 6.02 Identify two ways parents show love to children 6.03 Identify two ways children show love to parents
Grades 4-6	
7. The learner will understand that puberty brings body changes	7.01 Define puberty 7.02 List the changes that take place in the body for both sexes during puberty
Grades 7-9	
8. The learner will understand his own physical, mental, and emotional maturation processes as related to sexuality	8.01 Discuss the maturation process
9. The learner will perceive self as a responsible, functioning individual within many groups	9.01 List the many groups of which one may be a part 9.02 Discuss the role and responsibilities of the individual to a group
10. The learner will identify areas of adjustment that need to be considered in preparation for and in marriage	10.01 List and briefly discuss at least six areas of adjustment in marriage (e.g., income, personal relations, in-laws, communication)
11. The learner will demonstrate comprehension of how the family influences the ability of its members to make decisions related to health behavior	11.01 Describe at least four factors that influence family members in making decisions related to their health (e.g., dwelling, health practices, parental backgrounds)
12. The learner will demonstrate knowledge of the factors that influence their sexual attitudes	12.01 List and briefly discuss factors influencing one's sexual attitudes (e.g., parental attitudes, environmental stimulations, childhood experiences)
13. The learner will demonstrate knowledge of the role of dating	13.01 Identify the functions of dating (e.g., fun, learning social behavior, learning to get along with the opposite sex, sense of belonging) 13.02 Establish criteria for selecting a marriage partner
14. The learner will demonstrate knowledge of family planning	14.01 Discuss the moral and social implications of family planning 14.02 Identify complications which may arise in pregnancy and the conditions which are likely to bring them about 14.03 Describe the adjustments a couple make in their lives when they have a child 14.04 Discuss briefly the statement, "Family planning is a worldwide concern"

15. The learner will demonstrate knowledge of the factors which can influence the health of the mother and can affect the normal reproductive process including the health of the child	15.01 List and briefly discuss factors influencing the pregnant woman and her child (e.g., nutrition, drug use, infection, pre- and postnatal care)
Grades 10-12	
16. The learner will understand that families influence behavior, attitudes, and the personalities of individuals	16.01 Describe parents' role in the development and welfare of children (e.g., heredity, providing love and affection, discipline) 16.02 List two advantages and two disadvantages for families who have strong ties and also for families who do not have strong ties 16.03 Describe the feelings and possible adjustment problems of family members which may arise because of unexpected deaths, divorce, serious illnesses, alcoholism
17. The learner will demonstrate knowledge of problems and consequences associated with various expressions of sexuality	17.01 Specify problems and consequences which may be associated with illegitimacy and other expressions of sexuality 17.02 Specify ways individuals, family and society can reduce problems associated with these various forms of sexual expression (e.g., education, recognition, respect)
18. The learner will know the importance of good communication in a relationship and demonstrate skill in communicating	18.01 Discuss three types of body language that could put stress on a relationship; three that help a relationship to grow 18.02 Given a situation where two people have a problem, briefly outline the proper method for handling the conflict. *Example* – George and Helen are married. Both of them work. They have two children. The house is a mess. Helen is angry because the home is not clean and that George hasn't helped to clean the house or take care of the children. How could George and Helen resolve this conflict 18.03 Given three quotes with feeling from a marriage partner, write a "Listening for feeling" response to each. For example: *Quote:* "You never seem to be home – you are always working or out with the guys" *Response:* "You are really mad at me" 18.04 Discuss the value of I-Messages and write two examples of I-Messages

HEALTH CAREERS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will be aware of the variety and functions of health professions and occupations	1.01 List ten health professions and occupations, and state a few of the basic duties and responsibilities of each 1.02 Describe the advantages and disadvantages of various health professions and occupations (e.g., length of training, salary level, mobility)
2. The learner will be aware of the personal benefits that can result from a career in health	2.01 State four personal benefits that a health profession or occupation might provide (e.g., better able to take care of one's own health, better able to care for health of family and friends, social status, reward in helping others)
3. The learner will understand that health occupations and professions require specific preparation	3.01 Briefly describe the basic academic preparation necessary for at least six health occupations and/or professions
4. The learner will be aware of career opportunities in health education	4.01 Define the basic purposes of health education and list three settings in which it is practiced

GROWTH AND DEVELOPMENT

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will know the major body parts	1.01 Given pictures of areas of the body, correctly name major body parts (e.g., legs, arms, ears, lungs)
2. The learner will understand that children grow at different rates	2.01 Identify some different ways that children grow (e.g., height, weight, facial features, physical abilities, mental abilities) 2.02 State some specific examples of how your own growth is different from some of your classmates
3. The learner will appreciate the contribution of the senses to human functioning	3.01 Name the senses 3.02 Name a body part associated with each sense 3.03 Describe how your daily life would be different if you lost one of your senses
4. The learner will know some of the factors that affect physical, mental, and social growth	4.01 Given a series of pictures and words of items in the learner's physical and social environment, select those which have a direct influence on health (e.g., food, water, friends)
5. The learner will understand that the body grows and performs best when it is cared for	5.01 Describe the reasons why rest and relaxation are important to the body and growth 5.02 Describe the importance of regular exercise to body development
6. The learner will be aware of the general functions of major body parts and systems	6.01 Match the items in a list of body parts and systems with the items in a list of functions (e.g., muscles—body movement, brain—memory and thinking, heart—pumps blood)
Grades 4-6	
7. The learner will understand that some elements of growth and development are predictable and some are unique for each individual	7.01 Identify at least three factors influencing physical and emotional growth over which people might be expected to exert control (e.g., nutrition, sanitation, family, personal habits) 7.02 Identify at least three factors influencing physical and emotional growth which are generally not subject to personal control (e.g., rate of growth, glands, sex differences, heredity)
8. The learner will demonstrate comprehension of how tissues and organs work together to form body systems	8.01 Identify, by using a plastic torso with removable parts or a chart, the organs which make up the digestive system 8.02 Identify, by using a chart, the major components of the circulatory system 8.03 Identify the major bones of the skeletal system
9. The learner will be aware of physical and emotional changes which are associated with puberty	9.01 Identify specific individual differences between and among boys and girls 9.02 Identify secondary sex characteristics which develop at puberty 9.03 Describe from a list of characteristics of children, those which often change as one reaches puberty (e.g., interest in opposite sex, dependence on parents, self-conscious of body)

DENTAL HEALTH

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will demonstrate knowledge of the importance of dental care	1.01 State three reasons for maintaining healthy teeth (e.g., speech, appearance, digestion) 1.02 Identify two activities that would be difficult if a person had no teeth (e.g., eating apples, smiling)

2. The learner will demonstrate knowledge of proper dental care	2.01 Demonstrate correctly proper brushing techniques 2.02 Use a piece of dental floss and show proper flossing techniques 2.03 Identify a method of cleansing teeth if a toothbrush and floss are not available (e.g., swishing mouth out with water)
3. The learner will demonstrate knowledge of how foods affect the health of teeth	3.01 Given pictures of various foods, identify those foods that could be helpful and those foods that could be harmful. Possible pictures: lettuce, candy, milk, ice cream, potato chips, meat 3.02 Given a list of *True* and *False* statements, show knowledge of the effects of sugar foods on the teeth. Examples: (1) _____ Sticky-sweet foods damage the enamel on teeth (2) _____ You should always brush your teeth after eating a candy bar 3.03 Identify foods that help cleanse the teeth (e.g., celery, apples)
4. The learner will show knowledge of accident prevention to the teeth	4.01 Name two safety rules that could prevent a dental injury 4.02 State two situations in which a dental injury could occur (e.g., pushing at the water fountain, not wearing a seat belt in a car and an accident occurs)
Grades 4-6	
1. The learner will comprehend the importance of dental health	1.01 List five personal values and describe by giving a specific example, how dental health can contribute to or block satisfaction of each of those values in everyday life 1.02 Given a list of different types of dental health problems, indicate a potential long and short-range consequence of each problem
2. The learner will know how to maintain personal dental health	2.01 Name at least three different personal daily practices which can help maintain dental health 2.02 Demonstrate correct procedure in brushing and flossing teeth 2.03 Given a list of five common food items beneficial to dental health, write at least one specific reason why each food item is beneficial 2.04 Match a list of common dental health problems or needs with a list of dental health professions, correlating the problem or need with a profession suited to providing an appropriate service 2.05 Describe briefly the decay process, discussing the role of decay causing organisms and using accurate anatomical terminology 2.06 Explain how each of the following can specifically prevent or inhibit the decay process: brushing, flossing, diet, flouridation, regular dental check-ups

Physical Education

Physical education is an organized, sequential, and systematic part of the curriculum that develops knowledge, skills, attitudes, and understandings. Physical education provides the opportunity for each individual to discover and understand the body and how it functions; to realize the potential of his or her physical capacities—both the assets and the limitations. The combination of instruction and participation in games, sports, rhythms and dance, gymnastics, aquatics, fitness and conditioning, and outdoor activities results in experiences in which intellectual, social, cultural and emotional understandings and responsibilities are developed. Physical education offers immediate experiences relevant to students today while preparing them to live with health, vitality, and vigor in tomorrow's complex world.

Major Competency Goals of Physical Education

In the process of developing a physically educated person, the following goals should be achieved in a planned, sequential instructional program that begins with basic movement and culminates in activities that can be enjoyed for a lifetime:

1. The learner will develop efficient and effective motor skills (locomotor, non-locomotor, and manipulative) and basic perceptual motor skills necessary for successful participation in dance, gymnastics, games, sports, and aquatics.
2. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment.
3. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities.
4. The learner will develop a positive self-image through participation in physical education.
5. The learner will develop desirable social behavior through participation in physical education.

The following competency goals and performance indicators are organized in a sequenced progression at the grade level categories of K-3, 4-6, 7-9, and 10-12. Students learn and develop at different rates, but as they approach the end of one of these levels, the majority of students should be able to successfully demonstrate all or most of the performance indicators described in that section. Although the availability of facilities and equipment often determines what can be offered to students, continued efforts should be made to expand and improve the physical education curriculum at all grade levels.

BASIC MOVEMENT*

Physical Education

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 1. The learner will develop efficient and effective fundamental motor skills (locomotor, non-locomotor and manipulative) and basic perceptual-motor skills	1.01 Demonstrate the basic *locomotor* skills of walking, running, jumping, hopping, leaping: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium, and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.02 Combine efficiently 2 or more of the basic *locomotor* skills to demonstrate skipping, galloping, sliding, starting, stopping, falling, landing, rolling, crawling: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.03 Demonstrate the basic *non-locomotor* skills of stretching, twisting, curling: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.04 Combine efficiently 2 or more of the *non-locomotor* skills to demonstrate swaying, swinging, lifting, pushing, pulling: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.05 Demonstrate the fundamental *manipulative* skills of sending or propelling an object by throwing, striking, kicking and pushing a variety of objects with different body parts: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.06 Demonstrate the fundamental *manipulative* skills of receiving an object by catching, collecting and trapping a variety of objects: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.07 Demonstrate the fundamental *manipulative* skills of traveling with an object by carrying, dribbling and bouncing a variety of objects: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - using 3 different intensities — strong, medium and light 1.08 Demonstrate special *manipulative* skills with innovative equipment such as: - tires - parachutes - wands - carpet squares - scooters - ropes - hoops - blocks - scoops - lummi sticks - bamboo poles - bean bags - cones - balls (variety of sizes and textures) 1.09 Demonstrate the basic *perceptual-motor* ability of body awareness by: - identifying and moving different parts of the body upon request; e.g., move through a hoop head first, balance on knees, lift right foot 1.10 Demonstrate the basic *perceptual-motor* ability of visual discrimination by: - responding to colors, shapes and objects; e.g., run on a green light, walk on a yellow and stop on a red; bounce a ball when a triangle is seen, toss a ball when a square is seen

1.11 Demonstrate the basic *perceptual-motor* ability of auditory discrimination by:
- responding to verbal instructions as well as to a variety of other cues such as bells, drums, horns or music; e.g., take one step with every beat of the drum; perform an exercise in tempo to a metronome; move forward at the sound of a whistle and backward with a bell.

1.12 Demonstrate the basic *perceptual-motor* ability of visual-motor coordination by:
- performing an eye-hand coordination skill such as catching a ball in a scoop, striking a tether ball or by performing an eye-foot coordination skill such as kicking a moving object or punting a ball

**These basic motor skills extend into all forms of movement at all age and grade levels.*

RHYTHMS AND DANCE*

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 2. The learner will develop efficient and effective motor skills along with the creative process necessary for participation in dance	2.01 Demonstrate the ability to identify and move different body parts 2.02 Explore *non-locomotor* movements in body parts and in the whole body: - bending - twisting - extending - shaking - bouncing - swinging - pushing/pulling 2.03 Explore *locomotor* movements with many variations: - walking - jumping (both feet) - crawling - running - galloping - rolling - leaping - skipping - turning - hopping (one foot) - sliding 2.04 Demonstrate an understanding of the use of space by moving body parts and/or the total body utilizing: - personal space at three levels (high, middle and low) - general space in different directions (forward, backward, sideways) - different shapes (angles, lines, curves) - different pathways in the air and on the floor (straight, curved, zig-zag) - focus (centering attention) - open space and closed space 2.05 Demonstrate an understanding of the use of energy (amount of effort or force used) by moving body parts and/or the total body in the following manner: - sustained (steady and consistent amount of energy) - percusive (burst of energy) - swinging (giving way to gravity with a follow-through and a suspension) - vibratory (shaking) - collapsing (giving way to gravity) - contrasting (heavy/light, weak/strong) 2.06 Demonstrate an understanding of the use of time by moving body parts and/or the total body utilizing: - tempo (fast, medium and slow) - even and uneven rhythmical patterns of time - a natural sense of timing (a non-counted or internal sense of responding in time) - pattern (a sequence of movements which repeat in time) 2.07 Demonstrate a rhythmical use of time with a variety of objects and instruments (lummi sticks, scarfs, shakers, drums)
Grades 4-6 2. The learner will develop efficient and effective motor skills along with the creative process necessary for participation in dance	2.08 Demonstrate the range of movement in different body parts through flexion (curl), extension (stretch) and rotation (twist) 2.09 Explore *non-locomotor* movements using the elements of time, space and energy: - flicking - expanding and contracting - sinking and falling - striking

2.10 Create *non-locomotor* movement combinations in the body to make a simple dance
2.11 Explore a variety of *locomotor* movements using elements of time and space
2.12 Combine *locomotor* movement using pattern and rhythm
2.13 Use *locomotor* movement with various pathways and levels
2.14 Combine the following elements of space to create a dance:
- personal and general space
- different directions and pathways
- different shapes
- focus (centering attention)

2.15 Combine elements of energy to create a dance:
- sustained
- percusive
- swinging
- vibratory
- collapsing
- contrasting (heavy/light)

2.16 Demonstrate an understanding of the use of time by moving body parts and/or the total body utilizing:
- measured time (accented/unaccented) 2/4, 3/4, 4/4
- varying speeds in movement to define intent
- a natural or non-counted sense of timing
- pattern (a sequence of movements which repeat in time)
- contrast movement against sound (move slow to rapid sound, etc.)

2.17 Demonstrate a rhythmical use of time with a variety of objects and instruments (tinikling poles, tambourines, hoops)
2.18 Demonstrate the ability to compose or make a dance by:
- creating simple dances with a beginning, middle and end
- translating ideas and imagery into movement
- using repetition
- participating alone, with partners and groups

2.19 Demonstrate the ability to move into the formations most commonly used in round, folk and square dances:
- clockwise and counterclockwise circle
- single circle (facing in, partners facing, facing line of direction)
- double circle (partners facing, partners facing line of direction)
- longways set (partners facing, partners facing up)
- groups of threes, groups of fours
- quadrille

2.20 Demonstrate the steps most commonly used in round and folk dance such as:
- heel and toe polka
- two step (step, close, step)
- schottische (step, step, step, hop)
- polka (hop, step, close, step)
- waltz (step, step, close)
- balance step (step, close, rise)

2.21 Demonstrate the basic figures most commonly used in square dance such as:
- bow and swing (partner, corner)
- balance
- do-si-do
- allemande (left, right)
- promenade
- swings (two hand, elbow, buzz)

**Additional dance competencies are provided by the Division of Cultural Arts.*

Grades 7-9

2. The learner will develop efficient and effective motor skills along with the creative process necessary for participation in dance

2.22 Demonstrate a variety of *non-locomotor* and *locomotor* movements and their combinations as outlined in 2.08-2.13
2.23 Demonstrate the use of the various elements of time, space and energy (see 2.14-2.17)
2.24 Demonstrate an awareness of the relation of space, time and energy by using these elements in a composition emphasizing:
- the use of space
- the use of energy
- the use of time

2.25 Demonstrate the ability to compose or create a dance by:
- selecting ideas and materials which best define intent
- using repetition and other various ways (symbols, etc.) to retain composition
- relating to partners and groups

2.26 Demonstrate the ability to participate in round, folk and square dance by using:
- formations (see 2.19)
- dance steps (see 2.20)
- basic figures (see 2.21)

2.27 Demonstrate the steps most commonly used in social dance such as:
- fox trot and variations
- waltz and variations
- Latin American
  - rhumba
  - samba
  - tango
- jitterbug forms
  - lindy
  - charleston
  - shag
- rock and roll forms
  - bop
  - twist
- a variety of contemporary and current dances

Grades 10-12

2. The learner will develop efficient and effective motor skills along with the creative process necessary for participation in dance

2.28 Demonstrate a variety of *non-locomotor* and *locomotor* movements and their combinations as outlined in 2.08-2.13

2.29 Demonstrate the use of the various elements of time, space and energy (see 2.14-2.17)

2.30 Produce a quality dance which incorporates elements from the following list:
- a creative use of space
- use of different amounts of energy
- varying the speed of movements

2.31 Use selected sequence to define ideas, thoughts and feelings into quality dance

2.32 Use the creative process to develop one's own style of dance through improvisation

2.33 Develop warm-up technique to tune and train the body for one's own style of dance

2.34 Participate in a variety of dance forms such as:
- dance as a creative and expressive art form
- folk, round, mixers
- square
- social dance
- ballet

GYMNASTICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
3. The learner will develop efficient and effective motor skills necessary for participation in gymnastics	3.01 Demonstrate the basic *locomotor* skills of walking, running, jumping, hopping and leaping used in gymnastics 3.02 Demonstrate the basic *non-locomotor* skills of stretching, twisting and curling used in gymnastics 3.03 Combine efficiently 2 or more of the basic *locomotor* skills to demonstrate starting, stopping, falling, landing, rolling and crawling used in gymnastics 3.04 Combine efficiently 2 or more of the *non-locomotor* skills to demonstrate swinging, pushing, pulling, balancing and hanging used in gymnastics

Grades 4-6

3. The learner will develop efficient and effective motor skills necessary for participation in gymnastics

3.05 Demonstrate all of the basic movement patterns (see 3.01-3.04) with greater refinement and efficiency

3.06 Demonstrate rolling in a variety of ways by:
- rolling across a mat (forward, backward, sideways), stretched out, in a squat position and leading with the shoulder or other body parts
- rolling along or over forms, boxes or rolled-up mats
- combining rolling with running and/or jumping
- combining rolling with sliding or tumbling down or up an incline

3.07 Demonstrate basic hanging, climbing and swinging skills in a variety of ways by:
- holding a straight arm hang on ropes or bars
- holding a bent arm hang on ropes or bars
- securing a vertical rope with hands and feet and swinging several times past the midpoint
- ascending, descending and traveling across ropes, ladders and bars by combining an appropriate grip, and arm and leg motions
- moving along bars and poles of various heights, hanging under or supported on top
- jumping up to hang or swing on ropes and coming down in different ways

3.08 Demonstrate jumping in a variety of ways by:
- using one foot or both feet in different combinations; for example, leap forward from one foot to the other, jump sideways — taking off and landing on two feet
- jumping for distance and height
- jumping onto and off of gymnastic apparatus
- combining jumping with other skills on and off apparatus such as jumping onto a vaulting box, holding a balanced position, jumping off and rolling

3.09 Demonstrate balancing in a variety of ways by:
- holding various static balanced positions by using different body parts and body surfaces; for example, balance on one foot, on two hands and a knee, in a head-stand position
- holding various balanced positions in different shapes; for example, a stretched balance, a curled balance and a twisted balance
- jumping or swinging onto apparatus and coming to a still position in which balance is maintained
- maintaining a dynamic balance while traveling along a narrow surface
- maintaining dynamic balance while performing a combination of skills such as running, jumping and rolling in a flowing manner

3.10 Demonstrate the ability to perform basic skills on the low balance beam that include:
- traveling the length of the beam in a forward, backward and sideward direction
- performing the locomotor skills of walking, running, hopping, jumping, skipping, galloping, leaping and sliding
- turning 90° (a quarter-turn) and turning 180° (a half-turn) at the high, middle and low levels
- balancing on different body parts or surfaces such as holding a lunge position or balancing on one knee surface with the other leg extended to the floor
- performing a combination of skills such as a side slide, quarter-turn, front walk or step-hop forward, low half-turn, knee balance

3.11 Demonstrate the ability to perform basic vaulting skills on a low vaulting box (approximately waist high) including:
- mounts such as the hand and knee mount, squat mount, straddle mount
- vaults such as the flank vault, the squat vault and the straddle vault

3.12 Demonstrate special gymnastic skills including individual, dual and group "stunts":
- tip-up
- thigh balance
- pyramids
- chinese get-up
- eskimo roll
- tripod

3.13 Demonstrate a variety of spotting techniques used in conjunction with gymnastic apparatus

Grades 7-9

3. The learner will develop efficient and effective motor skills necessary for participation in gymnastics

3.14 Demonstrate all of the basic gymnastics skills outlined in the 4-6 section (see 3.05-3.13) with a higher level of proficiency and competence

3.15 Demonstrate the ability to perform basic skills on the balance beam including:

Mounts
- mounts such as front support to straddle sit, to straddle, to wolf position, knee scale mount

Travels
- travels such as any locomotor action — walk, run, gallop, slide, leap, hop, jump or any dance step — waltz, schottische, polka

Turns
- turns at different levels such as a half-turn in a squat position, v-sit turn, pivot turn

Balances
- balance skills such as lunge, knee scale, front scale, v-sit, or any other static position

Elevations
- elevations such as low jump landing in a plié, swing to a squat from a straddle sit, or any leap or elevation from floor exercise

Tumbling Moves
- tumbling skills such as back roll to a half-split, cartwheel, forward roll

Dismounts
- dismounts such as straddle off with a half-turn, flank vault dismount, lunge kick, round-off

Several Skills in Combination From Those Listed Above

3.16 Demonstrate the ability to perform basic vaulting skills including:
- jumping on the reuther board or spring board preceded by a walk, an abbreviated run, a long run
- combine the approach with various mounts such as to a knee and hand support, to a squat position, straddle stand
- vaults such as squat vault, straddle vault, flank vault, bent-hip squat vault

3.17 Demonstrate the ability to perform basic skills necessary for floor exercises including:

Balanced Positions
- balanced positions such as half-split, v-sit, knee scale, arabesque

Turns
- turns such as tiptoe, seat-spin, knee spin, single leg circle, hop-turn

Dance
- dance steps such as run, skip, gallop or slide on balls of feet, straight leg kick, waltz, schottische and grapevine steps, body contractions, leaps and elevations

Tumbling
- tumbling such as cartwheels, hand stands, roundoffs, walkovers, and handsprings

Several Skills in Combination From Those Listed Above

3.18 Demonstrate the ability to perform basic skills on the parallel bars including:

Grips
- grips such as an inside grip, overgrip under bars, inside reverse grip

Mounts
- mounts such as jump to an upper arm support, straight arm support, straddle hold, a single leg cut-on, corkscrew mount

Travels
- straddle seat travel
- hand travel
- hand hop

Balanced Positions
- balanced positions such as supporting the body in a front leaning rest, a back leaning rest, straight arm support, an "L" hold, straddle hold, shoulder stand

Dips and Swings
- dips and swings such as starting in a straight arm support, then lowering body to bar and press back to straight arm support (dip), upper arm support swing, straight arm support swing, front and back uprise

Turns
- turns such as a quarter-turn from a front support position on one bar to a straight arm support, thigh roll to one half-turn to straddle

Kipping
- kipping such as top kip to straddle seat and top kip to straight arm support

Rolls
- rolls such as forward roll, forward roll in straddle position, backward roll in straddle position, backward roll to a shoulder stand, peach basket

Dismounts
- dismounts such as forward swinging dismount, backward swinging dismount, single leg cut-off, front dismount, back dismount

Stunts
- stunts such as chin up, pullup, inverted walk, inverted hop, riding seat position, skin-the-cat, back hip pullover to front leaning rest

Several Skills in Combination From Those Listed Above

3.19 Demonstrate the ability to perform basic skills on the uneven parallel bars including:

Grips
- grips such as regular (over) grip, reverse (under) grip, combined grip

Mounts
- mounts such as long hang-swing, front support mount, back hip pullover mount, single leg swing-up mount

Circling Moves
- circling moves such as mill circle from a straight leg stride support, cast back hip circle on low bar

Swinging Movements
- swinging movements such as beat swing from a long hang to place toes on low bar, beat swing from a long hang straddle to long seat support on low bar, cast from a front support

Kipping Movements
- kipping movements such as double leg stem rise and single leg stem rise to front support on high bar

Connecting Moves
- connecting moves such as a backhip pullover to front support on high bar, double leg snap down from a front support on high bar to place toes on low bar and cast away from high bar to low bar

Dismounts
- dismounts such as a cast-off dismount, flank dismount from a seat support, pike forward roll dismount off high bar and straddle sole circle dismount

Special Skills
- "stunts" on bars such as pullups on high bar, skin-the-cat, basket-spin and leg lifts

Several Skills in Combination From Those Listed Above

3.20 Demonstrate the ability to perform basic skills on the horizontal bars including:

Grips
- grips such as regular (over) grip, reverse (under) grip and a mixed grip

Mounts
- mounts such as jump to a hang using a regular grip, a bent arm front hang, a bent inverted hang (piked position), back hip pullover to a front support

Movements on the Bar
- movements on the bar such as a double knee hang without hands, single knee using regular grip, single leg cut to a stride, skin-the-cat, single knee circle and back hip circle

Dismounts
- dismounts such as a single leg flank dismount, underswing drop-off in back, hock dismount

Several Skills in Combination From Those Listed Above

3.21 Demonstrate the ability to perform basic skills on the side horse including:

Grips
- grips such as an over grip, mixed grip

Basic Positions
- basic positions such as front leaning rest, rear leaning rest, stride leaning rest

Mounts
- mounts such as jump to front support, squat through rear support

Circles
- circles such as forward half single leg circle, backward half single leg circle, a feint, single leg circle

Scissors
- scissors such as the front scissors from a stride position

Dismounts
- dismounts such as single rear dismount, double rear dismount, front and flank dismounts

Simple Travels
- simple travels such as cover croup, saddle and neck

Special Skills
- "stunts" such as jump to squat on knees and dismount, to squat straddle position and pivot off, flank vault over end of horse and forward and backward shoot-throughs

Several Skills in Combination From Those Listed Above

3.22 Demonstrate the ability to perform basic skills on the rings including:

Fundamental Skills
- fundamental skills such as extended hang and swing, bent-arm hang (chin position) and swing, inverted squat hang, skin-the-cat

Mounts to Front Support
- mounting to the front support such as a single leg get-up from a bent inverted hang

Static Positions
- static positions such as shoulder stand and back lever to a horizontal position

Rolls
- rolls such as forward roll from a support to an extended hang, backward roll (peach basket)

Dismounts
- dismounts such as a backswing and release, underswing and release and double leg straddle cut

Several Skills in Combination From Those Listed Above

3.23 Demonstrate a variety of spotting techniques used in conjunction with gymnastic apparatus

Grades 10-12

3. The learner will develop efficient and effective motor skills necessary for participation in gymnastics

3.24 Demonstrate competencies in the gymnastics skills as outlined in the 7-9 section (see 3.14-3.23) with greater effectiveness and proficiency

3.25 Plan and perform a continuous routine on a particular piece of apparatus by combining several gymnastic skills. For example, a balance beam routine might be as follows:
- front support to straddle seat mount
- pivot turn
- v-sit
- lunge
- v-sit turn
- lunge turn dismount
- step-hop traveling

Likewise, an exercise routine on the parallel bars may be combined in the following manner:
- straight arm support
- straddle seat
- rear dismount
- straight arm swing
- hand walk

3.26 Choose for practice one or more advanced gymnastic skills. For example, advanced vaulting skills might be a cartwheel, horizontal layout and handspring vault

3.27 Demonstrate a variety of spotting techniques used in conjunction with gymnastic apparatus

GAMES AND SPORTS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 4. The learner will develop efficient and effective motor skills necessary for participation in games and sports	4.01 Demonstrate competence in the basic *locomotor* and *non-locomotor* skills necessary for participation in games (see 1.01-1.04) 4.02 Demonstrate the fundamental *manipulative* skills of sending or propelling an object by throwing, striking, kicking and pushing a variety of objects: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low - at 3 different speeds — fast, medium and slow - at 3 different intensities — strong, medium and light 4.03 Demonstrate the fundamental *manipulative* skills of receiving an object by catching, collecting and trapping a variety of objects: - in 3 different directions — forward, backward and sideways - at 3 different levels — high, medium and low

- at 3 different speeds — fast, medium and slow
- at 3 different intensities — strong, medium and light

4.04 Demonstrate the fundamental *manipulative* skills of traveling with an object by carrying, dribbling and bouncing a variety of objects:
- in 3 different directions — forward, backward and sideways
- at 3 different levels — high, medium and low
- at 3 different speeds — fast, medium and slow
- at 3 different intensities — strong, medium and light

Grades 4-6

4. The learner will develop efficient and effective motor skills necessary for participation in games and sports

4.05 Demonstrate the basic movement patterns (see 4.01-4.04) with greater refinement and efficiency

4.06 Demonstrate the ability to perform the skill of striking used in net games (with the hands or with an implement)

4.07 Demonstrate the ability to combine two or more basic movement patterns such as throwing and striking, throwing and catching, striking and catching used in games such as softball

4.08 Demonstrate the ability to participate in team running games which involve a variety of movement patterns of striking, dribbling, throwing, carrying, catching and stopping. These games include soccer, football and basketball-type games

4.09 Create a simple game by combining skills with equipment and rules in an active game situation

Grades 7-9

4. The learner will develop efficient and effective motor skills necessary for participation in games and sports

4.10 Participate in team games and sports:
- Demonstrate an ability to participate in basketball by:
  - performing the sports skills of passing, catching, dribbling, shooting and footwork
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in touch football by:
  - performing the sports skills of running, passing, receiving, kicking and punting
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in volleyball by:
  - performing the sports skills of volleying, serving, setting-up and retrieving netted ball
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in speedball by:
  - performing the sports skills of running, dodging, catching, passing, kicking, dribbling and trapping
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in soccer by:
  - performing the sports skills of kicking, dribbling, passing, trapping, heading and shooting
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in softball by:
  - performing the sports skills of throwing, catching, batting and base running
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in field hockey by:
  - performing the sports skills of dribbling, passing, driving, stopping, dodging and tackling
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation

4.11 Participate in individual games and activities:
- Demonstrate an ability to participate in bowling by:
  - performing the sports skills of stance, approach and footwork, swing and delivery

- combining 2 or more of the sports skills in a practice situation
- integrating the sports skills with equipment, people, boundaries and rules in an active game situation

- Demonstrate an ability to participate in golf by:
  - performing the sports skills of grip, stance, swing, strokes and putting
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in archery by:
  - performing the sports skills of stance and grip, drawing, aiming and releasing
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in track and field by:
  - performing the sports skills of running — dashes, runs, relays; jumping — high jump, long jump, hurdles; throwing — shot put and discus
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules

4.12 Participate in dual games and activities:

- Demonstrate an ability to participate in badminton by:
  - performing the sports skills of stroking — forehand and backhand — serving and footwork
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in tennis by:
  - performing the sports skills of grip, stance and footwork, forehand and backhand drives and service
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in handball by:
  - performing the sports skills of stance and footwork, right and left hand strokes, and service
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in wrestling by:
  - performing the sports skills of takedowns, breakdowns, escapes and pinning combinations
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with people, boundaries and rules
- Demonstrate an ability to participate in deck tennis by:
  - performing the sports skills of throwing, receiving, serving and footwork
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in paddle tennis by:
  - performing the sports skills of stroking — forehand and backhand, serving and footwork
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in table tennis by:
  - performing the sports skills of grip and stance, stroking — forehand and backhand — and service
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation
- Demonstrate an ability to participate in shuffleboard by:
  - performing the sports skills of stance and grip, approach and footwork, aiming and shooting
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation

- Demonstrate an ability to participate in horseshoes by:
  - performing the sports skills of stance and grip, pitching – aiming and swinging
  - combining 2 or more of the sports skills in a practice situation
  - integrating the sports skills with equipment, people, boundaries and rules in an active game situation

Grades 10-12

4. The learner will develop efficient and effective motor skills necessary for participation in games and sports

4.13 Demonstrate competencies in the team and the individual and dual sports skills as outlined in the 7-9 section (see 4.10-4.12) with greater effectiveness

4.14 Demonstrate knowledge, skill and appreciation for lifetime sports by participating in activities such as:
- archery
- badminton
- bowling
- golf
- handball
- horseshoes
- table tennis
- tennis

4.15 Demonstrate an appreciation for outdoor education activities by choosing to participate in activities such as:
- angling/bait casting
- cycling
- skiing (snow and water)
- boating
- hiking
- swimming
- camping
- back packing

FITNESS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*

Grades K-3

5. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

5.01 Demonstrate muscular strength and endurance in the arms and shoulders by:
- hanging from a bar with arms flexed
- supporting weight in a straight-body pushup position
- using the arms and shoulders only, pull the body along in a seal-walk fashion

5.02 Demonstrate muscular strength and endurance in the legs by:
- executing a bridge-up supporting body weight on head and heels in a back position
- springing forward with both feet for distance
- hopping alternately right and left feet

5.03 Demonstrate muscular strength and endurance in the abdominals by:
- performing a v-sit balance
- executing a curl-sit up (half-way)
- raise legs to the pike position while hanging from a bar

5.04 Demonstrate cardiovascular endurance by:
- running in place alternating a fast and slow pace (length of time based on individual capabilities)
- running/walking 300 yards at own pace

5.05 Demonstrate flexibility by:
- touching the toes from a standing position alternating left and right
- executing a trunk rotation exercise
- performing a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back

Grades 4-6

5. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

5.06 Demonstrate muscular strength and endurance in the arms and shoulders by:
- pulling body weight up from a straight arm hang
- climbing a rope using hands and feet for several overhand pulls
- pulling a rope in a tug-o-war fashion

5.07 Demonstrate muscular strength and endurance in the legs by:
- continuously jumping a rope for a designated period of time
- jumping vertically from a standing position as high as possible
- performing a standing broad jump with the arms swinging forward and upward, taking off from the balls of the feet

5.08 Demonstrate muscular strength and endurance in the abdominals by:
- alternately transferring the weight from the feet to the hands in a mule-kick fashion

- performing several bent-knee sit-ups
- cycling from an inverted position with hands supporting the hips

5.09 Demonstrate cardiovascular endurance by:
- running/walking 600 yards at own pace
- assuming a squat position on the floor with one leg fully extended to the rear; reverse position of legs by "sprinting" rhythmically
- jumping a rope continuously for one minute

5.10 Demonstrate flexibility by:
- performing a trunk twister exercise with legs straddled and arms extended to the side
- executing a cross-over exercise by lying on the back and alternately touching the toes with the hands
- touching the forehead to the knees from a sitting position with the legs extended forward

Grades 7-9

5. The learner will develop a level of physical fitness to adequately meet the demands placed upon the individual by the environment

5.11 Demonstrate muscular strength and endurance in the arms and shoulders by:
- performing 5 or more pushups maintaining a straight body position throughout
- climbing a peg board
- executing a two-arm curl with 25 pounds of weight

5.12 Demonstrate muscular strength and endurance in the legs by:
- jumping a rope continuously for an extended period of time
- running a timed 50-yard dash
- propelling body in water with a flutter kick for 15 to 25 yards

5.13 Demonstrate muscular strength and endurance in the abdominals by:
- performing 20 bent-knee sit-ups within 60 seconds
- lifting the head and shoulders off the floor while lying on the back and holding a tense position for 4 counts

5.14 Demonstrate cardiovascular fitness by:
- exerting a vigorous effort by continuously performing 12 or more squat-thrusts
- participating in one or more of the following vigorous activities: swimming, jogging, cycling, jumping rope

5.15 Demonstrate flexiblity by:
- bringing knee in contact with the chest from a back lying position
- gradually arching the back from a supine position with hands on floor
- sitting on floor in hurdler's position, pull head to knee by grasping ankle and pulling with arms; hold 10 seconds

Grades 10-12

5. The learner will develop a level of physical fitness to adequately meet the demands place upon the individual by the environment

5.16 Demonstrate a higher level of physical fitness in the areas of muscular strength and endurance, cardiovascular endurance and flexibility as outlined in previous grades

5.17 Participate in a self-designed physical fitness unit that may include activites such as: jogging, cycling, weight training, swimming

SWIMMING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
6. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	6.01 Demonstrate an adjustment to the water by: - walking a short distance in waist-deep water - submerging head in water - retrieving an object from a submerged position 6.02 Demonstrate the ability to maintain buoyancy by assuming a float position 6.03 Demonstrate the ability to breathe rhythmically by submerging the face and raising it above the surface in a frontal position. 6.04 Demonstrate appropriate arm action by swimming a short distance 6.05 Push off without assistance from the side or bottom of pool and propel approximately 20 yards in a manner characterized by: - alternating arm pull - alternating leg kick 6.06 Demonstrate the ability to jump into water and return to spot where jump occurred

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 6. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	6.07 Demonstrate the ability to stay afloat by treading water for 2 minutes 6.08 Demonstrate the ability to maintain a floating position while gliding 6.09 Demonstrate the ability to propel in a: - "side down" position alternating the use of the legs and arms - proned position alternating the use of the legs and arms 6.10 Combine efficiently the use of both arms and legs to propel in a prone or supine position 6.11 Combine efficiently the skills to execute an elementary backstroke for approximately 25 yards 6.12 Combine efficiently the skills to execute a back crawl using a flutter kick for approximately 25 yards 6.13 Demonstrate the skills of non-swimming rescue
Grades 7-9 6. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	6.14 Combine efficiently the skills to execute the following swimming strokes for approximately 50 yards: - front crawl - side stroke - elementary back stroke - back crawl - breast stroke 6.15 Demonstrate the basic skills in executing a turn upon approaching the pool wall 6.16 Combine the proper skills in executing a: - dive from side of pool - dive from the board 6.17 Demonstrate drown-proofing skills such as treading water for 5 minutes
Grades 10-12 6. The learner will develop efficient and effective motor skills used in aquatic activities (when facilities are available)	6.18 Execute an underwater swim for 30 feet 6.19 Execute at least two of the following strokes for 100 meters each: - front crawl - breast stroke - back crawl - elementary backstroke - side stroke 6.20 Combine efficiently the skills to execute a competitive turn (open or flip) 6.21 Execute either a forward dive or a back dive from a one-meter board 6.22 Demonstrate some life-saving skills used in performing a rescue 6.23 Combine efficiently swimming skills to participate in a synchronized swimming routine

COGNITIVE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 7. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities	7.01 Demonstrate an understanding of the contrasting qualities of space and time. For example, travel slowly, then quickly; make a small shape, then large 7.02 Verbalize or repeat simple directions or movement tasks given by the teacher 7.03 Demonstrate through movemer. an understanding of positional terms such as over, under, up, down, around, through, in, out 7.04 Demonstrate through movement an understanding of action words such as run, jump, catch, throw, pull, stretch 7.05 Distinguish and respond differentially upon request to colors, numbers, shapes and letters 7.06 Demonstrate the safety rule of not bumping into others while moving (body awareness - spatial awareness)
Grades 4-6 7. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities	7.07 Demonstrate an understanding of the contrasting qualities of concepts such as balance — static and dynamic; use of space — direct and indirect; force — weak and strong 7.08 Remember and follow 2-step directions given by the teacher or written on task cards 7.09 Demonstrate through movement an understanding of the basic principles involved in movement such as muscular contraction, center of gravity, lever systems in the body

	7.10 Describe the most appropriate postures for standing, squatting, lifting, carrying, pushing, pulling 7.11 Discuss the general terminology, rules, safety and etiquette practices associated with a variety of physical activities 7.12 Demonstrate through behavioral actions an understanding of the difference between acting properly and "horse play" 7.13 Recognize and list several values of physical activity for leisure time participation 7.14 Demonstrate the basic spotting techniques to assist others in performing safely
Grades 7-9 7. The learner will acquire knowledge and the intellectual skills and abilities neccessary for successful participation in physical activities	7.15 Show an understanding of the principles of motion by discussing and demonstrating inertia, acceleration, force, velocity and momentum 7.16 Pass a written test on the terminology, history and rules associated with various physical activities being studied 7.17 Demonstrate through participation a knowledge of rules, strategies, safety and etiquette associated with a variety of physical activities 7.18 Identify and discuss personal safety practices such as protection from sun, salt and water deprivation, heat exhaustion, fatigue, appropriate clothing and warm-ups to prevent tearing of muscular tissue 7.19 Identify and define terminology related to the following body systems: respiratory, circulatory and muscular 7.20 Distinguish between the immediate and long-range effects of exercise to the respiratory, circulatory and muscular systems 7.21 Discuss the relationship of diet and weight control to exercise and general health 7.22 Demonstrate a knowledge of proper safety practices and spotting techniques to ensure the safe participation of others 7.23 Name several community and recreational resources available for leisure-time participation
Grades 10-12 7. The learner will acquire knowledge and the intellectual skills and abilities necessary for successful participation in physical activities	7.24 Identify and discuss terminology and concepts such as body capacities and responses, energy needs, rest, stress and relaxation 7.25 Pass a written test on terminology, history and rules associated with the various physical activities being studied 7.26 Demonstrate through participation a knowledge of rules, offensive and defensive strategies, safety and etiquette associated with a variety of physical activities 7.27 Distinguish between the good and bad features of the environment as it relates to safe participation 7.28 Demonstrate an understanding and an appreciation of the importance of physical activity 7.29 Recognize myths and fads related to exercise and diet which may be dangerous to health 7.30 Demonstrate a knowledge of safety procedures by assisting the teacher in the inspection and maintenance of equipment and supplies 7.31 Contrast the different physiological states of physical activities and relate them to the aging process

SELF-IMAGE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3 8. The learner will develop a positive self-image through participation in physical education	8.01 Explore environment alone with confidence 8.02 Develop an awareness of individual differences among classmates 8.03 Develop a feeling of self-worth by succeeding according to one's own ability 8.04 Express feelings through movement tasks 8.05 Develop a sense of accomplishment by completing learning tasks 8.06 Enjoy and have "fun" in physical activity

Grades 4-6	
8.The learner will develop a positive self-image through participation in physical education	8.07 Accept one's own unique capacity and potential 8.08 Develop a sense of honesty by playing fairly 8.09 Express oneself through creative movement 8.10 Operate with confidence and ease when participating with others 8.11 Demonstrate self-reliance and self-direction by discovering new skills and creating new games 8.12 Accept with a positive attitude success and failure
Grades 7-9	
8. The learner will develop a positive self-image through participation in physical education	8.13 Understand and accept changing growth patterns 8.14 Appreciate the physical performance of others 8.15 Show self-confidence by using one's own ideas 8.16 Accept the consequences of one's own behavior in a mature way 8.17 Evaluate oneself and practice skills that need improvement 8.18 Accept with a positive attitude success and failure 8.19 Set a goal within reach and be motivated to seek the goal
Grades 10-12	
8. The learner will develop a positive self-image through participation in physical education	8.20 Appraise and evaluate one's own self-worth and value 8.21 Assume responsibility for self-development goals 8.22 Participate in group activities with confidence and ease 8.23 Appreciate aesthetic experiences derived from physical activities 8.24 Desire and enjoy creativity 8.25 Show self-direction by choosing to participate in a variety of physical activities 8.26 Evaluate and be objective about one's own efforts

SOCIAL BEHAVIOR

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
9. The learner will develop desirable social behavior through participation in physical education	9.01 Cooperate with others in small group activities 9.02 Show leadership by demonstrating simple movement skills 9.03 Show willingness to take turns and sometimes allow others to go first 9.04 Share equipment with others 9.05 Help others needing assistance
Grades 4-6	
9. The learner will develop desirable social behavior through participation in physical education	9.06 Respect and appreciate team members 9.07 Treat school equipment and property with due respect 9.08 Assist in skill demonstrations to a group or an individual 9.09 Show respect for authority by following directions 9.10 Accept winning and losing graciously 9.11 Respect abilities and limitations of others in a variety of situations
Grades 7-9	
9. The learner will develop desirable social behavior through participation in physical education	9.12 Participate cooperatively and competitively in coeducational activities 9.13 Respect abilities and limitations of others in a variety of situations 9.14 Accept and share responsibility for group action 9.15 Abide by referee's decision while participating in competitive activities 9.16 Follow rules and regulations as developed by school authorities 9.17 Show leadership ability by demonstrating skills to others or serving as team captain or squad leader
Grades 10-12	
9. The learner will develop desirable social behavior through participation in physical education	9.18 Participate successfully in all types of group situations 9.19 Show respect for peer leadership 9.20 Demonstrate leadership abilities by organizing and directing activities, assisting in directing tournaments, or officiating games and sports 9.21 Accept responsibility by interacting with others to solve problems, assist in skills and performance tests and help develop rules and regulations 9.22 Demonstrate the qualities of self-control and sportsmanship by playing fairly and honestly 9.23 Show consideration by following the proper rules of etiquette

Safety

Safety education in the schools has an increasingly significant role to play in helping youth acquire the necessary knowledge, skill, and willingness to perform safely. National accident facts reveal that accidents are a major problem among school-aged youth. Well-planned programs should provide all students with opportunities that enable them to demonstrate the ability to meet their safety needs. In the State-adopted COURSE OF STUDY, safety is a significant part of the broad area: HEALTHFUL LIVING EDUCATION.

The following pages list some significant safety goals and performance indicators regarding day-to-day activities of youth, grades K-12. They are sequentially presented in relation to these five areas of activity: Traffic Safety, Home Safety, Work Safety, School Safety and Recreational Safety.

The goals and indicators presented herein should not be considered the total curriculum. Their intended uses are to assist local educators in curriculum and instruction planning and to help the total populace understand and participate in the improvement of school programs. You are encouraged to use and expand upon these goals and indicators to provide programs that meet the safety needs of youth in your community.

TRAFFIC SAFETY

Safety

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will drive a bicycle safely	1.01 Demonstrate balance, skill and control in operating a bicycle 1.02 Illustrate a safety check to be made of bicycle and self before riding 1.03 Demonstrate understanding of rules of road a bicyclist must follow 1.04 Identify capabilities and limitations of self and other highway users 1.05 Identify ways to interact safely with pedestrians and other vehicles
2. The learner will use school bus transportation in a safe manner	2.01 Identify procedures for getting to the bus stop, boarding the bus, riding and disembarking from the school bus 2.02 Identify procedures for crossing a street after disembarking a school bus 2.03 Illustrate proper procedures for exiting a school bus during an emergency situation
3. The learner will conduct self safely as a passenger in automobiles	3.01 Enumerate safety procedures to follow while riding in automobiles 3.02 Illustrate why it is important for passengers not to disturb the driver 3.03 Demonstrate a knowledge of quiet games for passengers to play
4. The learner will conduct self safely as a pedestrian	4.01 State own name, address, phone number and name of parent 4.02 Draw a map of safe walking routes to school, bus stop, play grounds, and other areas the student uses indicating possible hazards along the way (such as busy street and strangers) 4.03 Demonstrate proper procedure for crossing streets: controlled and uncontrolled, guarded and unguarded 4.04 Identify basic words, symbols and signals related to traffic control 4.05 Develop traffic defense maneuvers (i.e. not playing behind parked vehicles or in driveways, etc; children will make themselves visible to drivers at all times)
5. The learner will use benefits provided by safety helpers in the community	5.01 Identify groups of community helpers (persons who contribute to the prevention and control of traffic accidents and injuries) 5.02 Identify the kinds of safety service provided by those persons 5.03 Demonstrate an understanding of ways students may work with those persons
Grades 4-6	
6. The learner will understand and apply traffic rules and regulations	6.01 Identify highway rules and regulations that apply to bicycles and power driven roadway vehicles (cars, trucks, and motorcycles) 6.02 Identify rules and regulations about traffic controls: traffic officers, traffic signals, signs and markings 6.03 Identify and apply safe procedures as a pedestrian, cyclist and as a passenger in buses, cars, trains, planes, etc. 6.04 Understand the effects of natural laws and how they apply to safe movement
7. The learner will recognize hazardous situations and areas	7.01 Identify and apply safe use of sidewalks, streets, highways, parking lots, etc.
8. The learner will administer simple first aid	8.01 Illustrate the kinds of simple first aid that should be administered by a student at this age level such as: calm victim and keep as quiet as possible, stop bleeding, stop choking, try to prevent shock 8.02 Identify persons to contact such as doctor, hospital, or responsible adult when help is needed
Grades 7-9	
9. The learner will understand the development of safe transportation systems	9.01 List milestones in development of power driven vehicles 9.02 List safety milestones in development of the highway transportation system 9.03 List various transportation vehicles used today and their functions 9.04 Illustrate the changing economic factors of the highway transportation system

10. The learner will understand the individual's responsibility to all within the traffic environment	10.01 Illustrate purposes of traffic safety laws 10.02 Identify common traffic violations and their consequences 10.03 Explain contributions made by traffic safety specialists (individuals and organizations) 10.04 Identify sources of information concerning safe traffic practices and causes of accidents 10.05 Illustrate the importance of performing safely in daily traffic activities 10.06 Demonstrate procedures to follow in emergency situations 10.07 Demonstrate basic economic factors involved in purchasing and maintaining a transportation vehicle 10.08 Illustrate attitude factors that affect safe driving
Grades 10-12	
11. The learner will perform safely as a vehicle operator, passenger, and pedestrian	11.01 Demonstrate skill and control as a vehicle operator, passenger and pedestrian 11.02 Demonstrate an understanding of the rules of the road that a vehicle operator, passenger and pedestrian must follow 11.03 Identify ways to interact safely with other vehicles 11.04 Illustrate a safety check to be made of vehicle and self before driving
12. The learner will be proficient in making a decision about the effects of human and economic factors involved in the operation of a motor vehicle	12.01 List the effects of alcohol and other drugs on the decision making process and a driver's ability to perform safely 12.02 Identify capabilities, limitations and responsibilities of self and other highway uses 12.03 Demonstrate an ability to make critical decisions as they relate to driving tasks 12.04 Illustrate basic economic factors involved in purchasing and maintaining a transportation vehicle
13. The learner will follow appropriate procedures dealing with emergency situations	13.01 Demonstrate ability to make correct driving decisions in emergency situations 13.02 List procedures to follow in emergency situations (first aid, reporting of accidents, etc.)
14. The learner will understand the effects of natural laws on vehicle operation	14.01 Use scientific terms to describe vehicle motions and list problems that arise due to natural laws and techniques to counteract these such as inertia, momentum, friction, flammability, gases, etc.

HOME SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will be aware of potential hazards as they relate to the use of matches and electrical devices	1.01 Identify the dangers of playing with matches 1.02 State dangers of playing with attached electrical cords 1.03 Illustrate proper procedures around stoves and hot utensils 1.04 Tell why metal objects should not be placed in electrical sockets (outlets) 1.05 Identify the dangers of playing with electrical toys
2. The learner will use play things safely in safe places	2.01 Identify safe play areas in and around the home 2.02 List why toys should be stored in safe places when not in use 2.03 Illustrate why foreign objects should not be placed in the mouth, nose, ears, etc. 2.04 Illustrate how to climb safely
3. The learner will report an emergency properly	3.01 List persons to contact to get help in case of a home emergency 3.02 Demonstrate procedures to follow in emergency situations such as tornado, fire, choking, etc.
4. The learner will use house keeping procedures that help prevent fires, falls, etc.	4.01 Identify safe places to store materials, equipment,etc. (combustible & other) 4.02 List reasons for storing items in proper places 4.03 Illustrate dangers of leaving items in improper places
5. The learner will make safe use of furnishings, equipment and materials in and around the home	5.01 Identify safe practices regarding hazardous items in each room of the home 5.02 Identify safe practices regarding hazardous items outside the home (immediate vicinity)

6. The learner will follow safe practices in times of natural and man-made disasters	6.01 Identify safe practices regarding natural disasters (thunderstorms, hurricanes, tornados, etc.) 6.02 Identify safe practices regarding man-made disasters (fire, explosions, etc.)
Grades 4-6	
7. The learner will be aware of potential causes of fire as they relate to the use of matches and electrical devices	7.01 Identify the dangers of playing with matches 7.02 State dangers of playing with attached electrical cords 7.03 Illustrate proper procedures around hot stoves 7.04 Tell why metal objects should not be placed in electrical sockets (outlets)
8. The learner will use house keeping procedures that help prevent fires, falls, electrical shocks	8.01 Identify safe places to store materials, equipment, etc. (combustible & other) 8.02 List reasons for storing items in proper places 8.03 Illustrate dangers of leaving items in improper places
9. The learner will make safe use of furnishings, equipment and materials in and around the home	9.01 Identify safe practices regarding hazardous items in each room of the home 9.02 Identify safe practices regarding hazardous items outside the home (immediate vicinity)
10. The learner will follow safe practices in times of natural and man-made disasters	10.01 Identify safe procedures to use in case of natural disasters (thunderstorms, hurricanes, tornados, flash floods) 10.02 Identify safe procedures to use in case of man-made disasters (fire, explosions, etc.)
11. The learner will report an emergency properly and expediently	11.01 Demonstrate procedures to follow in emergency situations such as emergency phone numbers, nearest relative, neighbor, etc.
Grades 7-9	
12. The learner will be aware of causes of home accidents resulting from personal factors	12.01 List personal factors involved in home accidents 12.02 Illustrate how personal factors cause home accidents 12.03 Identify personal responsibility of a citizen for the safety of self and others
13. The learner will be aware of where accidents are most likely to occur in and around the home	13.01 Identify types of accidents that are most likely to occur in different areas in and around the home 13.02 Identify preventive measures to be taken regarding home accidents
14. The learner will recognize types of emergencies and procedures that apply to each	14.01 Demonstrate proper procedures in emergencies such as fire, floods, electrical storms and blackouts 14.02 Demonstrate first aid procedures to use in various types of emergencies 14.03 List special places where emergency help is available in the community
15. The learner will select and use consumer products safely	15.01 Recognize possible hazards of consumer products 15.02 Identify sources of consumer information on product selection and use (product directions, consumer guides, federal agencies)
16. The learner will select and use proper preventive home safety equipment	16.01 List common home safety devices and demonstrate their use 16.02 Identify sources responsible for providing information on selection and placement of home safety equipment
Grades 10-12	
17. The learner will serve safety functions as the future head of a household	17.01 Identify factors to consider in selecting a home site, building and facilities that will meet safety needs of all who will live in the home 17.02 Identify the degree of protection provided by agencies and individuals serving the vicinity 17.03 List management techniques that result in each member of the family performing in ways that contribute to the safety of all other members 17.04 Recognize safety hazards for younger children and assist in the protection and instruction of these younger children 17.05 Demonstrate safety procedures previously learned in the operation of all household equipment such as kitchen, laundry, shop, garden, etc.

18. The learner will participate in activities that create understanding of mutual benefits to be gained from cooperative community action for safety of the total community	18.01 Identify agencies and individuals within the community that provide safety services 18.02 List kinds of services that the above agencies and individuals provide 18.03 Illustrate how to obtain needed services

WORK SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will select and safely use work objects	1.01 Illustrate how to use and store correctly the objects worked with daily such as house, yard and garden tools, etc.
2. The learner will use benefits provided by safety friends who work in the community	2.01 Identify persons who can offer guidance in work safety such as teachers, parents, doctors, police officers, and sales persons
Grades 4-6	
3. The learner will use work objects safely	3.01 Demonstrate knowledge of safety precautions associated with hand tools, power tools and dangerous chemicals
4. The learner will perform safely in available part-time work experiences suitable for this age	4.01 Demonstrate knowledge of safe procedures regarding: lifting and carrying objects, babysitting, managing paper routes, mowing lawns, managing farm chores and animals, etc.
Grades 7-9	
5. The learner will apply basic safety concepts to the world of work	5.01 Demonstrate knowledge of common occupational hazards, accidents and diseases 5.02 Illustrate the correlation between fatigue and illness and occupational accidents 5.03 Illustrate how accidents and diseases affect personal efficiency and industrial productivity
6. The learner will understand the safety role of private and governmental agencies in work places	6.01 Identify state and federal agencies that regulate a safe environment for workers 6.02 Identify agencies and persons that provide information concerning safety procedures and accident data 6.03 Identify sources of help in planning a safe work routine
7. The learner will perform safely in available work experiences	7.01 Demonstrate knowledge of safe procedures regarding lifting and carrying objects, babysitting, managing paper routes, mowing lawns, managing farm chores and animals, etc. 7.02 Demonstrate a knowledge of laws regulating work permits
Grades 10-12	
8. The learner will perform safely at work as an individual worker concerned with self and others	8.01 Illustrate how individual responsibility can reduce injury at work 8.02 Demonstrate positive safety practices in work activities at school 8.03 List types of work in the community and safe practices for each
9. The learner will perform as a citizen interested in work safety for all residents of the community	9.01 List agencies, organizations and individuals that provide work safety related services within the community (local, state and federal) 9.02 Illustrate how the individual worker can work cooperatively with the above organizations
10. The learner will understand work hazards found in various occupations	10.01 List hazards that exist in local occupations 10.02 List safety procedures for dealing with the identified occupational hazards

SCHOOL SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will perform safely while using school buildings, grounds, and in all other school related activities	1.01 Identify safe practices while using hallways and lunch rooms 1.02 Identify safe practices while using loading zones and playgrounds 1.03 Identify safe practices related to school excursions, field trips and parties
2. The learner will safely use school equipment and materials	2.01 Demonstrate safe ways for lifting, carrying and lowering inanimate objects 2.02 Illustrate safe use of school materials and utensils (i.e., pencils, scissors, paper, etc.)
3. The learner will use standard emergency procedures	3.01 Identify natural and man-made emergency situations and illustrate procedures for specific types; such as: fire, tornadoes, choking, etc.
Grades 4-6	
4. The learner will understand and apply safe procedures in school buildings, on school grounds, and in all other school related activities	4.01 Identify and apply safe practices while using various areas of school facilities 4.02 Identify and apply safe practices while using loading zones and playgrounds 4.03 Identify and apply safe practices related to school excursions, field trips and parties
5. The learner will safely use equipment and materials in the school	5.01 Demonstrate safe ways for lifting, carrying and lowering inanimate objects 5.02 Illustrate safe use of material and equipment in the school 5.03 Illustrate why equipment needs to be stored in its proper place after use
6. The learner will use appropriate emergency procedures	6.01 Illustrate the kinds of simple first aid that should be administered by a student at this age level; such as: calm victim and keep as quiet as possible, stop bleeding, stop choking, try to prevent shock 6.02 List proper procedures to follow during times of natural and man-made disasters
Grades 7-9	
7. The learner will perform safely in the school environment	7.01 Illustrate safe practices while using school buildings and grounds 7.02 Illustrate safe use of school equipment and materials 7.03 List the rules and regulations governing a specific school activity and explain reasons for them 7.04 Illustrate the value of student participation in the formulation of rules and regulations for school activities
8. The learner will use proper emergency procedures for safety of self and others	8.01 Illustrate appropriate responses to emergency situations at school; such as: fire, natural disasters, lab and workshop accidents 8.02 Illustrate procedures for specific emergencies including first aid; such as: broken bones, choking, cuts and abrasions, burns
Grades 10-12	
9. The learner will participate in group activities at school for the improvement of the school safety program	9.01 Identify persons responsible for safety and their roles in school safety programs 9.02 Demonstrate ways to harmonize and strengthen the total school safety program; such as: analyze school accident data and recommend solutions to problems, etc. 9.03 Illustrate ways to participate in improvement of school safety guidelines and practices, including natural and man-made disasters
10. The learner will detect hazards at the school and make decisions to deal with them	10.01 Identify procedures for safe storage and use of chemical and other dangerous substances in science laboratories 10.02 Identify procedures for safe storage and use of machines, tools and equipment in other laboratories and shops 10.03 Illustrate procedures for safe use of school operated places of assembly (parking areas, gyms, athletic fields, etc.) 10.04 Identify safe practices for intramural sports

11. The learner will interact with agencies and individuals in the community regarding an improvement of school safety programs	11.01 Identify community individuals and agencies with the ability to help complement the school safety program 11.02 Identify the kinds of service they can provide 11.03 Identify the procedures necessary to obtain inputs from these agencies

RECREATIONAL SAFETY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will select safe places to play	1.01 List points to consider when choosing recreational sites which reduce risk to a minimum 1.02 List hazards associated with caves, tunnels, wells, drain pipes, construction sites, etc.
2. The learner will select and use safe equipment while playing	2.01 List items to consider, pro and con, in the selection and use of recreational equipment 2.02 List hazards associated with blasting caps and fire works, plastic bags, strange animals, etc.
3. The learner will perform safely in recreational pursuits	3.01 Demonstrate a knowledge of: water safety, sports safety, camping safety, safety during excursions, safety in hunting, etc.
Grades 4-6	
4. The learner will select and safely use recreational sites and equipment	4.01 List points to consider when choosing recreational sites which reduce risk to a minimum (pro & con) 4.02 List hazards associated with caves, tunnels, wells, drain pipes, construction sites, abandoned refrigerators, junk yards, etc. 4.03 List hazards associated with blasting caps and fire works, plastic bags, strange animals, firearms or ammunition, ropes and wire 4.04 List hazards associated with special occasions (Halloween, fairs, carnivals, circus, etc.)
5. The learner will perform safely in various recreational pursuits	5.01 Illustrate how laws of nature and man-made rules relate to recreational activities 5.02 Illustrate why it is important to approach each activity cautiously
Grades 7-9	
6. The learner will select and safely use recreational sites and equipment	6.01 Identify criteria to follow in selecting and using proper equipment 6.02 Identify hazards and safe practices involved in the activity 6.03 List why it is important to select proper equipment and use it only for the activity for which it was intended
7. The learner will understand the necessity of rules and regulations in all community recreational activities	7.01 Demonstrate the importance of rules and regulations and the need to follow them 7.02 List reasons why students should participate in community recreational programs 7.03 Illustrate the importance of equating recreational activities to a participant's physical and emotional condition 7.04 Illustrate the importance of pacing one's self
8. The learner will select and use recreational activities appropriate to one's physical and emotional needs	8.01 Illustrate the importance of selecting appropriate recreational activities for one's physical and emotional health 8.02 Illustrate the importance of recreation in maintaining physical and emotional health 8.03 Recognize physical factors related to participation; such as: pacing one's self, overexertion, etc. 8.04 Demonstrate an understanding of the special recreational needs of handicapped persons
Grades 10-12	
9. The learner will select and use recreational sites and equipment safely	9.01 Demonstrate the importance of selection and safe use of places for recreational activities 9.02 Demonstrate the importance of maintenance and safe use of equipment and materials

10. The learner will be aware of potential hazards as they relate to the community's recreational program	10.01 Demonstrate an understanding of steps to take in emergencies 10.02 List sources of safe practices information and accident facts regarding new recreational activities 10.03 List practices that provide for the welfare of each participant 10.04 List individuals and agencies that provide for safety in recreational activities 10.05 List ways that each individual and/or agency contribute to safety in recreational programs 10.06 Define needs in community recreational programs; such as: spaces for cycling, skateboards, etc.

Languages

English and foreign languages

Languages

The competency goals and performance indicators in *writing*, *speaking*, and *listening* were developed in the following four stages by staff members in the Division of Languages, hundreds of elementary and secondary teachers, and selected professors in colleges and universities: (1) *identification of goals in each of the three language processes, with sample performance indicators per goal in grades K-3, 4-6, 7-9, 10-12* (accomplished through correspondence among all contributors, coordinated by the Division of Languages, during January through May, 1978); (2) *revision of goals and creation of a huge bank of performance indicators* (accomplished by staff in the Division of Languages and 26 selected elementary and secondary teachers— two from each grade level, K-12—at a week-long workshop at Wake Forest University, June, 1978); (3) *field-testing of competency goals and performance indicators in 3rd, 6th, 9th and 11/12 grade classrooms* (accomplished in five local school systems, September through February, 1978-79); (4) *final revision of competency goals and performance indicators, based on field tests* (accomplished in March through April, 1979). Thus, the final materials evolved over a period of 15 months.

The results of these efforts are contained in the following pages. Four features of the materials are especially noteworthy: (1) the competency goals for each of the three language processes (writing, speaking, listening) are K-12 goals, i.e., the goals are established at the kindergarten level and continue through grade 12; (2) an attempt has been made to list the goals in a developmental sequence, based upon consensus of all contributors; however, individual teachers should feel free to experiment with other sequences; (3) an attempt has been made to list performance indicators per goal in an order of easiest to most difficult, although teachers should feel free to experiment with other sequences of the performance indicators, as well; (4) the performance indicators are meant to enable teachers to determine whether students are moving toward mastery of the goals at reasonably expected levels of achievement in each of the grade level categories, K-3, 4-6, 7-9, 10-12. Teachers are invited to add more performance indicators, delete some, and rewrite others, based upon perceived needs of students and differences of circumstances from one school to another. Those who have contributed to this project have confidence in both the appropriateness and validity of the competency goals. It is believed that the performance indicators are also appropriate devices to measure students' achievement of the goals; however, the performance indicators, especially, have a certain transitory quality. No curriculum project is ever complete. But these materials represent a solid start toward teaching writing, speaking, and listening for mastery learning.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will be able to determine a purpose for writing	1.01 Draw a picture and the teacher will write a caption for the picture from what you say about it 1.02 Dictate a word, phrase or sentence which will be written by the teacher 1.03 After a discussion about reasons for writing (e.g., to describe, to report, to express a feeling or idea), declare a purpose for writing 1.04 Dictate or write three to five sentences that describe something or tell a simple story
2. The learner will be able to write for any identified audience	2.01 Name two different people or groups to whom you can write (e.g., Santa Claus, grandparents, friend) 2.02 Write to two or more people or groups
3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories, poems)	3.01 Dictate or write in the following forms: narrative descriptions; a simple story or poem; friendly letters, letters of invitation, and thank you letters; forms which require name, address, telephone number
4. The learner will be able to clarify and organize ideas and feelings before writing	4.01 Given three pictures (e.g., clipped frames from comic strip) which illustrate events from a story, order the pictures in proper sequence 4.02 Before dictating or writing two or more sentences, talk about the content of your writing 4.03 Dictate or write two to four steps in completing a task (e.g., building a snowman, carrying a jack-o'-lantern) 4.04 Before writing a story, make a list of several ideas about a task and organize them from beginning to end
5. The learner will be able to write complete sentences	5.01 Dictate a complete sentence for someone else to write down 5.02 Given sentence building word cards, arrange them to form sentences 5.03 Write a complete sentence containing an appropriate subject and predicate 5.04 Given a list of sentences and fragments, identify the complete sentences 5.05 Write a complete sentence with several appropriate descriptive words (adjectives and adverbs)
6. The learner will be able to compose a piece of writing that has a main idea	6.01 Dictate or write a simple story or letter that has a main idea (e.g., letter to Santa Claus, thank you to Grandmother) 6.02 After drawing a picture, write a sentence about that picture 6.03 Following a given experience, write about one part 6.04 After writing a simple story, give that story a descriptive title
7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view	7.01 Using the first person point of view, dictate or write a brief letter or story 7.02 Write two or three sentences about another person or object 7.03 Write a story about another person or object
8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end	8.01 Dictate or write a simple story or letter that has an appropriate beginning, middle, and end 8.02 Having written a simple story, identify the beginning, middle, and end
9. The learner will be able to make appropriate word choices in composing a piece of writing	9.01 In dictating or writing a brief story or letter, use appropriate and effective words according to teacher judgment 9.02 Given a sentence with missing nouns or verbs, supply appropriate words to complete the sentence 9.03 Given a sentence with no modifiers, rewrite the sentence and supply adjectives or adverbs (e.g., The _____ car _____ rolled down the _____ hill and into a _____ ditch)

10. The learner will be able to use upper and lower case letters conventionally
    - 10.01 Write two or more sentences using capital letters for the following: first letters or words that begin sentences, proper nouns, and the pronoun *I*
    - 10.02 Given a letter with all capitalization omitted, supply capital letters for the following: first letters of words that begin sentences; appropriate letters in titles; first letters of words in greeting and closing

11. The learner will be able to practice conventional usage
    - 11.01 Dictate or write two or more sentences using conventional subject-verb agreement
    - 11.02 Use 1st, 2nd, and 3rd person pronouns appropriately in sentences
    - 11.03 Given a list of teacher-selected irregular verbs, write sentences using past and past participial forms

12. The learner will be able to spell conventionally
    - 12.01 Compose three consecutive simple sentences with no more than one spelling error per sentence
    - 12.02 Write five *dictated* sentences with no more than one spelling error per sentence in words that adhere to spelling patterns
    - 12.03 Write five sentences with no more than one spelling error per sentence in words that add inflected endings
    - 12.04 Use a beginning dictionary to correct misspellings in sentences you write

13. The learner will be able to punctuate conventionally
    - 13.01 Given a series of declarative, interrogative, and exclamatory sentences, use appropriate end marks of punctuation
    - 13.02 In an assignment to write three declarative, three interrogative, and three exclamatory sentences, use appropriate end marks of punctuation
    - 13.03 Given a short paragraph with end punctuation omitted, use appropriate end marks of punctuation
    - 13.04 Given a short paragraph with commas omitted, supply appropriate punctuation

14. The learner will be able to write legibly in manuscript and cursive forms
    - 14.01 Write your name legibly in manuscript
    - 14.02 Write two or more legible sentences in manuscript in terms of conventional: a) letter formation and size; b) spacing; c) alignment; d) format on paper (margins, etc.)
    - 14.03 Write two or more sentences in cursive in terms of conventional: 1) letter formation and size; b) spacing; c) alignment; d) format on paper (margins, etc.); e) slant

Grades 4-6

1. The learner will be able to determine a purpose for writing
    - 1.01 After a group brainstorming session, express a purpose for writing a descriptive paragraph
    - 1.02 Having clearly expressed a purpose, write a paragraph of five or more sentences
    - 1.03 Given an assignment to write letters, reports, stories, or poems, state the purpose for writing (e.g., information, entertainment)

2. The learner will be able to write for any identified audience
    - 2.01 Write a description of a personal experience to a friend and to a policeman
    - 2.02 Identify two different audiences that require communication through different language uses
    - 2.03 In writing to explain or to describe something, write to two different audiences, using language appropriate to each
    - 2.04 Identify a minimum of four audiences that require communication through different language usages
    - 2.05 In writing to explain or describe something, write to four different audiences, using language appropriate to each

3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories, poems)
    - 3.01 Given appropriate prewriting experiences, write acceptable poems and stories and messages and announcements
    - 3.02 Given appropriate prewriting experiences, write acceptable notes/letters, reports, stories, and descriptions
    - 3.03 Given appropriate prewriting experiences, write acceptable outlines and summaries

4. The learner will be able to clarify and organize ideas and feelings before writing
    - 4.01 In group discussion, "brainstorm" about ideas and feelings on a topic and select and put in order feelings and/or ideas for a whole piece of writing
    - 4.02 Write a set of scrambled directions for an activity and give them to a classmate to sequence
    - 4.03 Select a main idea and support it with five ideas in sequence

5. The learner will be able to write complete sentences
    - 5.01 Join two simple related sentences by compounding
    - 5.02 Given the basic sentence pattern NOUN-VERB-NOUN, write five complete sentences
    - 5.03 Given a list of subjects and/or predicates, write complete sentences
    - 5.04 Write a paragraph that contains no sentence fragments

6. The learner will be able to compose a piece of writing that has a main idea	6.01 Given a picture, write a sentence stating the main idea of the action taking place, and then develop a paragraph with three to five additional sentences 6.02 Using several well-ordered paragraphs, identify the topic sentence in each 6.03 Using a scrambled list of sentences taken from a well-organized paragraph, identify the topic sentence 6.04 Write a well-organized paragraph that contains a clearly stated topic sentence
7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view	7.01 Write a well-organized paragraph using the first person point of view 7.02 Take a personal narrative and shift it to a third person 7.03 Given a teacher-written paragraph that contains several changes in point of view, identify each change and revise to maintain a consistent point of view
8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end	8.01 Recall a personal experience by writing how it began, what happened in the middle, and how it ended 8.02 Write a short paragraph that contains a topic sentence, two or more supporting details, and a concluding sentence, all of which are acceptable to the teacher 8.03 Write a simple play with an appropriate beginning, middle, and end
9. The learner will be able to make appropriate word choices in composing a piece of writing	9.01 Given a list of ten sentences, select from several words in parentheses the most appropriate word to fit each sentence 9.02 Given a piece of writing which includes indefinite pronouns and abstract nouns, clarify the meaning by substitution from a list of concrete nouns 9.03 Given an action verb (e.g., run) use a thesaurus to list other verbs which indicate a similar action and use each word in a sentence
10. The learner will be able to use upper and lower case letters conventionally	10.01 Given a list of ten sentences with capitalization omitted, indicate where capitalization is needed 10.02 Write a paragraph which contains correct use of upper and lower case letters
11. The learner will be able to practice conventional usage	11.01 Given ten sentences with the following errors, correct them: unconventional uses of verbs; unconventional subject-verb agreement; unconventional choice of pronouns; use of nonstandard words such as *ain't ,theirself, ourn, yourn;* unconventional degrees of comparison 11.02 Write a paragraph, story, etc., which contains the conventional use of verbs and pronouns, appropriate subject-verb agreement, and appropriate degrees of comparison
12. The learner will be able to spell conventionally	12.01 Write five sentences with no more than a total of three spelling errors in words that contain affixes 12.02 Given five sentences to copy, use syllabication rules to divide words correctly at the end of a line 12.03 Write five dictated sentences with no more than a toal of three errors in words containing irregularities or foreign borrowings 12.04 Use a dictionary to diagnose and correct spelling in your own writing
13. The learner will be able to punctuate conventionally	13.01 Use end punctuation and commas appropriately in writing a brief, well-organized paragraph 13.02 Use apostrophes, quotation marks, semicolons, and colons in writing a brief, well-organized paragraph
14. The learner will be able to write legibly in manuscript and cursive forms	14.01 Prepare a poster in manuscript 14.02 Write a paragraph in cursive that the teacher judges legible in terms of letter formation, size, alignment, slant, space, and format of paper (margins) 14.03 Complete a creative writing project in legible cursive or manuscript writing
Grades 7-9	
1. The learner will be able to determine a purpose for writing	1.01 Declare a purpose for writing a set of directions and then write directions for another student to follow 1.02 With a clearly expressed purpose, write a letter of complaint to a department store (consult textbook for proper form of business letter)
2. The learner will be able to write for any identified audience	2.01 Write a book report aimed toward a class of 3rd graders (book may be on nearly any subject, but language and level of report should be appropriate for audience of young children) 2.02 Write five well-organized paragraphs, each on the same topic, but each for a different audience which requires different language usages (research appropriate language usage) 2.03 Write a one minute campaign speech that would appeal to two different organizations

3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories, poems)	3.01 Write a character sketch of a literary figure 3.02 Given appropriate prewriting experiences, write acceptable essays and book reports 3.03 Identify and write poetry of different styles to include lyric and narrative forms 3.04 Write minutes, reviews, news stories, and editorials
4. The learner will be able to clarify and organize ideas and feelings before writing	4.01 Given a picture, organize the elements into an outline form (e.g., title, setting, characters, mood, action) in preparation for writing about the picture 4.02 Select twenty concrete nouns of intent that are peculiar to a special area, then organize these nouns into a logical pattern in preparation for writing a paragraph about a specific interest (e.g., skateboarding) 4.03 After doing some research on a selected topic, make a list of pertinent facts that will be included in a short expository paper
5. The learner will be able to write complete sentences	5.01 Given several incomplete sentences from a newspaper, expand each statement into a complete sentence 5.02 Given a list of simple sentences, combine pairs of sentences to make compound sentences 5.03 Given a mixed list of simple sentences and clauses, make appropriate combinations to form complete, complex sentences 5.04 Edit another student's paper, changing all fragments to complete sentences
6. The learner will be able to compose a piece of writing that has a main idea	6.01 Read a three to five paragraph selection and write the main idea of each paragraph, as well as the main idea for the entire passage 6.02 Given a variety of slides, write a topic sentence for each that could be developed into a paragraph about the slide; select one of these topic sentences and expand into a paragraph 6.03 Write several paragraphs which develop or support a main idea
7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view	7.01 Pretending to be an inanimate object in the room, write a paper explaining the way you think you are thought of and/or used by the people in the room, maintaining the first person point of view 7.02 In order to demonstrate the ability to compose in first and third person points of view, write one paragraph describing yourself from someone else's point of view 7.03 Rewrite a significant paragraph from a short story, using a point of view other than the one used in the original work
8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end	8.01 Logically arrange the sentences in a scrambled paragraph 8.02 Write about an amusing, embarrassing, exciting, or upsetting experience; on the final copy, indicate the beginning, middle and end of the incident by color-coding the written account 8.03 Read a selection that has not been divided by paragraphs, adding transitional devices where appropriate 8.04 Write several paragraphs that contain topic sentences, two or more supporting details for each, appropriate transitions, and concluding sentences
9. The learner will be able to make appropriate word choices in composing a piece of writing	9.01 Write instructions and directions in appropriate language so that they can be followed and carried out by a classmate (e.g., how to tie a shoe) 9.02 Given a list of ten words with one synonym for each, choose the words which you believe are most appropriate in writing a one-page paper on a specific topic 9.03 Given a hypothetical situation (e.g., trying to change a flat tire), describe the character in the situation, choosing appropriate, vivid terms, concrete nouns, and descriptors 9.04 Using language appropriate to each point of view, write a dialogue between two people with opposing views, such as an avid hunter and an equally stubborn naturalist or advocate of gun control 9.05 Use figurative language in a poem or short story to express yourself forcefully in writing
10. The learner will be able to use upper and lower case letters conventionally	10.01 Identify missing capital letters in a piece of writing 10.02 Edit a piece of writing that contains no capitalization 10.03 Write several well-organized paragraphs which contain conventional uses of lower and upper case letters

	10.04 Write a business letter and address an envelope, incorporating conventional upper and lower case letters
11. The learner will be able to practice conventional usage	11.01 Given sentences that contain errors in irregular verb form, supply the appropriate tense 11.02 In a paragraph containing errors in nominative and objective cases of pronouns, locate the errors and supply the appropriate pronoun 11.03 Given sentences containing unconventional pronoun usage, identify the antecedent and supply the appropriate pronoun 11.04 Edit a student-written composition containing unconventional pronoun and verb usage 11.05 Given twenty sentences with usage choices, select the conventional form to complete each sentence 11.06 Write a well-organized paragraph that contains no more than two errors in usage 11.07 Write three well-organized paragraphs that contain no more than one error in usage
12. The learner will be able to spell conventionally	12.01 Given a list of words and access to a dictionary, correctly divide and hyphenate each word as if each word occurred at the end of a written line 12.02 Given access to a dictionary, proofread another student's paper for misspellings and return it with corrections 12.03 Keep a record of the spelling errors you make and upon accumulating ten errors, demonstrate mastery of these errors by spelling each word correctly
13. The learner will be able to punctuate conventionally	13.01 Given a piece of writing containing errors in use of the colon, quotation marks, apostrophe, hyphen, dash, and parentheses, correct the errors 13.02 Write from dictation and punctuate conventionally a short passage 13.03 Write three or four short paragraphs, incorporating conventional uses of punctuation
14. The learner will be able to write legibly in manuscript and cursive forms	14.01 Write the following sentence legibly: *The quick, brown fox jumped over the lazy dogs* 14.02 Write in a legible form at least ten sentences from dictation 14.03 Write several well-organized paragraphs that the teacher finds legible 14.04 Write in concise conventional form a short friendly letter to a classmate who must be able to read it
Grades 10-12	
1. The learner will be able to determine a purpose for writing	1.01 Declare a purpose for writing a letter to the editor of a local newspaper or the editor of a magazine 1.02 Read aloud to one or more classmates your own free-style assignments (e.g., a personal journal, diary, first-hand narrative, autobiography) to illustrate writing for different purposes 1.03 Using literary selections, films, pictures, and other stimuli, write in any expository or creative form with a clearly expressed purpose
2. The learner will be able to write for any identified audience	2.01 Write an ad which might appeal to four distinctly different audiences (research different advertising styles) 2.02 Write papers which contain language that consistently indicates sensitivity to the audience for whom the writing is intended 2.03 Defend the appropriateness of certain important words in writing, in terms of their relationship to the special audience being addressed
3. The learner will be able to select an appropriate form for writing and to write in any identified form (e.g., narrative descriptions, letters, reports, stories, poems)	3.03 Given a variety of common forms (e.g., job application, voter registration, library card, change of address, apartment rental, social security card, accident insurance), complete them satisfactorily 3.04 Indicate a consistent pattern of acceptability in a variety of forms, including business letters (e.g., letters of complaint, letters of application, resumés) 3.05 Write or participate in writing original stories, poems, and plays, using dialogue as well as descriptive writing 3.06 Write in accepted forms for such social writing as thank-you notes, writing and responding to invitations, both formal and informal
4. The learner will be able to clarify and organize ideas and feelings before writing	4.01 Participate in a prewriting stage in which all members of the class contribute ideas for a given topic; from this activity, select related facts and arrange them in such an order as to impose structure and unity on the material

	4.02 Participate in a small-group prewriting process in which one member assumes the role of "writer" and "questioner" to whom the other members of the small group dictate their ideas 4.03 Write papers which consistently have clearly observable and conventional organizational patterns of paragraphing and format
5. The learner will be able to write complete sentences	5.01 Write papers that are free from unintentional sentence fragments 5.02 Write papers that contain sentences of varying length and complexity 5.03 Prepare a series of four or five interesting questions to be answered in complete sentences to the questions of reasons, example, cause/effect, and comparison/contrast, each of which will serve as the main idea to be developed into a paragraph 5.04 Demonstrate ability to recognize and to correct sentence fragments in printed and written material, especially in the writing of classmates
6. The learner will be able to compose a piece of writing that has a main idea	6.01 Write a long paper with paragraphs clearly marked by topic sentences which can be read as the outline for the whole paper 6.02 Write one or more longer papers, each including a thesis statement which indicates both the subject of the paper and the writer's attitude toward the subject 6.03 Write a 3-5 page paper which contains a focus upon a clearly stated main idea, supported by facts, examples, reasons, and/or statistical data
7. The learner will be able to compose a piece of writing with an appropriate and consistent point of view	7.01 Given assignments in expository writing, write several paragraphs which maintain the omniscient point of view 7.02 Given an assignment to write on a controversial issue, assume a role (e.g., politician, preacher, police chief, American Indian) and write an essay in the first person 7.03 Write in any expository form, demonstrating ability to express ideas and feelings from several points of view
8. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end	8.01 Write several papers of 500 or more words in which both the introductory and concluding paragraphs embody a variety of opening and closing techniques 8.02 Write papers in a variety of forms that are consistently coherent and contain paragraphs with clearly expressed topic sentences, supporting details, appropriate transitions, and concluding sentences 8.03 Write a paper of three or more pages which has a statement of strategy attached in which the arrangement of the various parts is defended and the use of coherence or transition words is described
9. The learner will be able to make appropriate word choices in composing a piece of writing	9.01 Consciously incorporate active verbs and concrete or specific nouns and include specific details to explain general ideas in a short paper 9.02 Write editorials or advertisements, carefully choosing vocabulary to persuade a public audience 9.03 Write a paper and then explain the conscious choice of words to achieve different effects on the intended audience 9.04 Write papers based on assigned literary selections, explicating such aspects as word choice, content, and/or symbolic meaning 9.05 Write papers that reflect a mature vocabulary to express any desired meaning
10. The learner will be able to use upper and lower case letters conventionally	10.01 Practice the consistent, conventional use of capitalization for proper nouns and adjectives, first and all important words in titles, trademarks, and brand names 10.02 Write in a variety of forms with lower and upper case letters used conventionally
11. The learner will be able to practice conventional usage	11.01 Given a list of 20 sentences in an exercise, correct inappropriate usage of pronouns, verbs, agreement of subject and verb, and antecedent reference 11.02 Write papers in a variety of forms with a consistent pattern of appropriate usage
12. The learner will be able to spell conventionally	12.01 Write papers in a variety of forms with no misspelling of common English words (students will edit any spelling errors and re-submit papers) 12.02 Demonstrate the ability to understand and use common prefixes, suffixes, and root words 12.03 Consistently make use of the dictionary and thesaurus to edit the spelling and broaden word choices in all written work

13. The learner will be able to punctuate conventionally	13.01 Give a simple rule for ways in which each form of punctuation is used 13.02 Write papers in a variety of forms, including dialog, that reflect a consistent pattern of punctuation mastery 13.03 Make appropriate use of all punctuation marks and devices, including semicolon, colon, the dash, underlining, and the apostrophe 13.04 Regularly read and edit classmates' writing for errors in punctuation
14. The learner will be able to write legibly in manuscript and cursive forms	14.01 (The learner who has not mastered legible penmanship by grade 10 will be encouraged to learn to type) 14.02 Within a variety of forms, write in manuscript and cursive legibly and neatly 14.03 Use the acceptable format for a variety of writing (e.g., letters, expository writing, reviews, resource papers)

SPEAKING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will be able to pronounce words clearly	1.01 Clearly pronounce object or picture names that comprise all the major phonemes 1.02 Pronounce a statement so that it is understood 1.03 Given the task of dictating sentences, giving directions, etc., to the class, speak to be understood by the group 1.04 After hearing a tape of your own voice, talk about how clearly you pronounce word endings
2. The learner will be able to demonstrate effective voice control	2.01 Relate an incident or present a show-and-tell with sufficient volume to be heard in the classroom, but without shouting 2.02 Display pitch control variation by presenting different voices such as Mama, Papa, and Baby Bear, with lines from "Goldilocks and the Three Bears" 2.03 Demonstrate appropriate pacing of words, phrases, and sentences in telling a story 2.04 Recite a poem or present a report with sufficient volume and pacing to be understood by the class
3. The learner will be able to express ideas and feelings	3.01 Relate a personal experience to another individual and/or small group 3.02 Relate to an individual or group your feelings concerning a situation in which you were an observer or participant 3.03 Respond to a question like "If you had been Goldilocks, how would you have felt when you woke up and saw the bears?" (or any feeling-level story) 3.04 Answer the question, "What would *you* do if you were in the same situation as the character in the story?" 3.05 During impromptu plays, role-play emotions and speak according to the emotion you represent
4. The learner will be able to use clear, vivid, exact language appropriate to the audience	4.01 Describe an object with such clarity that listeners can identify the object without seeing it or hearing its name 4.02 Relate a personal experience with accuracy and vividness 4.03 Having hidden an object from the view of classmates, describe the location with such clarity that the listeners can find it
5. The learner will be able to adapt a given message to the audience	5.01 Display in real life experiences or in role-playing the ability to adjust the same message to different listeners 5.02 Display audience adaptation in a variety of social situations (e.g., talking on the telephone, answering the doorbell, introducing people)
6. The learner will be able to use effective body movements, facial expressions, and gestures	6.01 In a role-playing or speaking situation, use body movements, facial expressions or gestures appropriate to the character portrayed 6.02 Act out simple directions through an activity like charades 6.03 Present a poem, short talk, or show-and-tell with effective hand and body movements

7. The learner will be able to use appropriate eye contact in all speaking situations	7.01 Using puppetry to act out stories heard in class, use puppets to demonstrate eye contact with another puppet or the audience 7.02 Engage in a dialogue with a classmate and maintain eye contact 7.03 Engage in a dialogue with the teacher or other adults and maintain eye contact 7.04 Relate a story or show-and-tell and look into the eyes of various audience members 7.05 Participate in a group discussion and look at the other members of the group while speaking and listening
8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)	8.01 Given two related objects, such as tape and a stapler, compare likenesses and differences 8.02 Given a sequence (e.g., an egg, tadpole, a frog) tell which comes first, middle, and last 8.03 Given an example of a cause and effect relationship (baby bear's chair breaking under Goldilocks) verbalize the cause (she sat in it) and the effect (it broke) 8.04 Given a group of pictures (things you eat and things you wear) classify the pictures and give an oral explanation of why 8.05 Relate in chronological order three daily tasks 8.06 Given a situation such as falling out of a tree, state two possible effects 8.07 Given three or more related objects (e.g., meat, potatoes, tomatoes) compare likenesses and differences 8.08 Give informal definitions of words
9. The learner will be able to use the four major purposes of speech: 1) ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom	9.01 Ask such questions as needed to solve a stated problem 9.02 Answer questions and give simple directions 9.03 Clearly state name, age, address, telephone number, and name of parents or guardian 9.04 Tell a simple joke or riddle and understand and convey the humor 9.05 Tell a simple story for personal enjoyment 9.06 Role play a social situation in which you introduce several individuals to each other 9.07 Role play the correct way to answer the telephone 9.08 Provide directions to another room in the school 9.09 Introduce two people and welcome a visitor to the classroom
10. The learner will be able to use evidence to support contentions	10.01 Orally give one piece of evidence to support a contention (e.g., "I like school because. . .") 10.02 Orally give reasons for a request you wish to make
11. The learner will be able to engage in task-related, problem-solving group discussion	11.01 Contribute significant ideas for problem-solving 11.02 Remain on the topic during a teacher-directed group discussion 11.03 Given a topic by the teacher, discuss the topic with a group of three to five classmates 11.04 Given a problem by the teacher, participate in solving the problem with a group of two to four classmates
12. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior	12.01 Participate in a group discussion without monopolizing the conversation 12.02 Display a balance between speaking and listening in a group, showing understanding of taking turns

Grades 4-6

1. The learner will be able to pronounce words clearly	1.01 Given sentences which include a variety of ending consonants and/or tongue twisters, record your pronunciation 1.02 In giving a short speech on a favorite TV program, demonstrate ability to pronounce words clearly 1.03 As a part of a small group presentation, prepare a one-minute news feature and pay particular attention to clear pronunciation
2. The learner will be able to demonstrate effective voice control	2.01 Read aloud a narrative selection with adequate projection, articulation, and meaning 2.02 Suggest and participate in a role-playing activity or a play involving variation in pitch and voice control (e.g., tell secret-soft; cheer sports team-loud) 2.03 In a two-minute speech in a large room, demonstrate ability to project voice

3. The learner will be able to express ideas and feelings	3.01 After reading a story, tell why you liked or disliked the characters 3.02 Verbalize feelings about family relationships (e.g., sibling rivalry) 3.03 After hearing or reading a poem or short story, verbalize your own reaction and feelings toward the story or poem
4. The learner will be able to use clear, vivid, exact language appropriate to the audience	4.01 Use exact language while demonstrating a process for classmates 4.02 After hearing a selected story or speech, talk about several concrete nouns and action verbs that were used 4.03 Use concrete nouns, action verbs, and appropriate modifers in a brief talk to classmates
5. The learner will be able to adapt a given message to the audience	5.01 Given a list of words that might be used in a speech, select those words that might work best if the speech were delivered to peers; PTA 5.02 Relate an anecdote in language appropriate for peers and in language suitable for parents 5.03 Through role-playing a worker, give the same message to a fellow employee and to an employer
6. The learner will be able to use effective body movements, facial expressions, and gestures	6.01 Act out a story as it is read aloud 6.02 Deliver an oral report that describes an exciting action to demonstrate effective delivery 6.03 Through dramatization, enact an interpretation of a character from a story that has been read
7. The learner will be able to use appropriate eye contact in all speaking situations	7.01 Mirror a partner's movements and activities, maintaining eye contact at all times 7.02 Given an interview situation, maintain adequate eye contact with the person being interviewed 7.03 While delivering an oral report, maintain eye contact with audience
8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)	8.01 Present a brief talk about a place visited, using spatial order to describe it 8.02 Give a short talk comparing or contrasting characters from two different stories 8.03 Given a set of objects, organize them into groups and explain reasons for this classification 8.04 Given a list of facts about a particular subject, use the facts in an oral presentation to draw a conclusion
9. The learner will be able to use the four major purposes of speech: 1) ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom	9.01 Give information about a game, art project, or craft in order to persuade classmates to participate in this activity 9.02 Create and/or tell a tall tale to the class 9.03 Role play meeting a new person for the first time 9.04 Give two two-minute speeches expressing opposite points of view on a chosen topic 9.05 By use of role playing techniques, demonstrate the ability to: give directions; give information; summarize a process; express an opinion
10. The learner will be able to use evidence to support contentions	10.01 Given a story title, give an oral report to the class to tell why the title is appropriate or inappropriate 10.02 Given two newspaper headlines, orally report to the class reasons that the headlines are appropriate or inappropriate to the contents of the articles 10.03 Given a prepared statement, report from another source to confirm or refute the statement
11. The learner will be able to engage is task-related, problem-solving group discussion	11.01 Given a subject-related task, team with one other person to plan and implement the task 11.02 Given a problem-solving topic and a time limit, participate in a small discussion group to resolve the problem 11.03 Make a list of rules for the school and join with a group of five peers to agree on the five most important rules
12. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior	12.01 In a small group, indicate active listening by para-phrasing the preceding speaker before continuing with your contribution to the discussion 12.02 During a five minute small group discussion on a specific topic, demonstrate ability to speak without interrupting another speaker

Grades 7-9

1. The learner will be able to pronounce words clearly
   - 1.01 Read a difficult passage from a well-known novel using clear pronunciation
   - 1.02 Tape a selection of approximately 200 words in length, demonstrating clear and distinct pronunciation of all words
   - 1.03 Listen to classmate read a prose passage and write down words which you say differently
2. The learner will be able to demonstrate effective voice control
   - 2.01 Given a sentence to be read aloud, vary meaning by stressing different words in sentence
   - 2.02 Tell an exciting tale, using voice quality to mimic different characters
   - 2.03 Read aloud with variation in volume, pitch, and rate so that the meaning of the passage is appropriately conveyed
   - 2.04 Tape a story for a smaller child to hear; vary voice to express different feelings
   - 2.05 Recite the lyrics of a song or a passage of poetry, demonstrating effective vocal control
   - 2.06 Tape a soliloquy and evaluate voice control; then retape after the evaluation
3. The learner will be able to express ideas and feelings
   - 3.01 In a group discussion about fear (or some other emotion) identify something you fear and relate an anecdote to illustrate
   - 3.02 Demonstrate ability to express ideas and feelings by giving a speech on a "pet peeve" or "If I could change one thing in this school, I would change _____"
   - 3.03 Make a one-minute dramatic speech to tell something good about another student
   - 3.04 Choose a character from a book, play, movie, TV show and explain how the character felt; in two minutes, explain how you might have felt the same or different
   - 3.05 Role-play the part of a famous character and respond as that character might when asked questions on certain social issues
4. The learner will be able to use clear, vivid, exact language appropriate to the audience
   - 4.01 Demonstrate how to make an item to a group of younger students and to a group of classmates
   - 4.02 Identify clear and vivid language after listening to a speech or recording
   - 4.03 Given the observation of a specific scene or event, give a two-minute speech describing your observations, using imagery and accuracy of description
   - 4.04 Adapt a two-minute speech with clear, vivid, exact language to a two person audience of classmates and then to an adult audience
5. The learner will be able to adapt a given message to the audience
   - 5.01 Select a speech topic and prepare a two-minute speech on the topic for two different audiences; discuss with the class how you adapted the content of the speech to each audience
   - 5.02 Having decided upon something the school needs (e.g., new activity bus, off-campus lunch privileges), make speeches to convince and gain support from the following: (1) individual students, (2) the faculty, (3) the principal, (4) a group of parents
   - 5.03 Give a description of a favorite class and what you do in that class to different types of people and distinguish how you changed from one type of audience to the other (e.g., teacher, peer, 4 year old)
6. The learner will be able to use effective body movements, facial expressions, and gestures
   - 6.01 While giving a demonstration talk about a physical activity or skill (e.g., shooting a basketball, swinging a golf club), use appropriate body movement and gestures
   - 6.02 Demonstrating effective delivery, describe to the class an exciting story or personal experience
   - 6.03 Present a poem using visual aids and body gestures to convey a message
   - 6.04 Give two speeches, one with no body movement and one with appropriate movements and expressions (facial expressions and gestures), after which class feedback will be used to evaluate effectiveness
7. The learner will be able to use appropriate eye contact in all speaking situations
   - 7.01 While delivering a speech, ask questions of the audience and maintain eye contact with the person answering the question
   - 7.02 Deliver a speech without notes; maintaining eye contact, determine effectiveness of the speech
   - 7.03 Read a news article as a television anchorperson would read, employing effective eye contact

	7.04 Use eye contact to gain audience feedback and adjust the message accordingly (e.g., see looks of doubt, head shaking, and choose to develop an argument further as appropriate)
8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)	8.01 Using the theses "_____ is better than _____" (e.g., one team is better than another), prepare a short speech organized by comparison and contrast of the two items 8.02 Participate in a group discussion exercise, requiring the supply of items for categories 8.03 Debate for three minutes, "Individuality versus Conformity" 8.04 Prepare a two minute speech, listing various problems encountered in school (e.g., missed bus, stolen books, last pencil breaks, early dismissal) and classify them according to who would help solve the problem 8.05 Relate to the class a routine from the time you wake in the morning to the time of arrival at school, following a time sequence 8.06 Present a book report stating the events in chronological order 8.07 Present a speech pointing out the causes and effects of students breaking rules in school 8.08 Orally describe in detail and with clear organization the appearance of your front yard or the front of your place of residence 8.09 Orally summarize a news article then suggest possible causes of the event and predict probable effects 8.10 Participate in a shoplifting role-playing situation where you must verbalize the consequences of shoplifting 8.11 Given a "brainteaser," give an oral explanation of your reasoning toward the solution 8.12 Research an unfamiliar word or phrase and orally define it for the class 8.13 State orally that you are *alive* and then prove the statement with at least ten reasons
9. The learner will be able to use the four major purposes of speech: 1) ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom	9.01 Given six minutes, conduct an information gathering interview with another person for three minutes; using the information gained, you will then present a three-minute informative speech and respond to questions from the audience 9.02 Given an emergency situation (e.g., fire, accident, burglary), give specific directions for an emergency vehicle and answer specific questions as to the location 9.03 Tell a joke or relate an entertaining anecdote, building upon essential details and including a "punch-line" 9.04 Perform a difficult communication exercise (e.g., returning an item to a store and asking for a refund); explain why you said what was said and what the probable effects were 9.05 Sell a product or a "service" to the group, expressing an attitude about the product or "service" 9.06 Introduce a famous person to the class, giving a biographical sketch, as though the person were actually there
10. The learner will be able to use evidence to support contentions	10.01 Advance an argument for or against a school rule you determine to be appropriate or not appropriate, supporting your position with evidence based on research 10.02 Participate in an informal debate on a current issue using research materials 10.03 Given four to six minutes, argue a proposition of policy using at least five examples of support 10.04 Orally distinguish between relevant and irrelevant details to support a stated proposition
11. The learner will be able to engage in task-related, problem-solving group discussion	11.01 Participate in a hypothetical group discussion about a home life situation and offer possible solutions 11.02 In a small problem-solving group, participate in a survival task (e.g., "trip to the moon") which requires the group to reach consensus 11.03 Actively participate in a group that has selected something they would like to change about their own community; as a group member, move through the steps of problem-solving, arriving at a feasible solution 11.04 Given a set of ten values, participate in a ten minute group discussion and then rank the values according to the general thinking of today's youth
12. The learner will be able to participate in a group discussion, displaying needed group maintenance behavior	12.01 After listening to a taped group discussion, identify incidents in which members interrupt, monopolize conversation, and/or speak irrelevantly 12.02 During a fifteen minute group discussion on a specific topic, make relevant remarks on at least two separate occasions

	12.03 During a twenty minute group discussion, identify and discuss various roles that individual group members play
	12.04 During a twenty minute group discussion, assume a specific group role and maintain it throughout the discussion, afterwards relating how you felt in that role
Grades 10-12	
1. The learner will be able to pronounce words clearly	1.01 Demonstrate through practice drills ability to pronounce words clearly (e.g., "The dipper tipped and the syrup dripped upon the person's parcel")
	1.02 Increase ability to pronounce words without dropping the final consonant endings or dropping or adding sounds within words or syllables (e.g., government, athletic)
	1.03 In an oral presentation to classmates, demonstrate a pattern of pronouncing clearly both common and uncommon English words
2. The learner will be able to demonstrate effective voice control	2.01 Present an oral interpretation of a selection of your choosing, using effective voice control to enhance the meaning of the selection
	2.02 Participate effectively as a "Readers' Theater" group in presenting a selected passage
	2.03 Use deliberate changes in vocal quality (color), in addition to features demonstrated at earlier grades to convey appropriate denotative and connotative meaning in an impromptu speech
3. The learner will be able to express ideas and feelings	3.01 In a discussion or debate on a controversial issue, express an opinion with emotional control
	3.02 Present a three-minute speech with vocal animation on a "pet peeve," a "beef," or a "complaint" about a situation, condition, behavior or practice which causes inconveniences or irritation
	3.03 Demonstrate capacity for dealing with your own feelings, such as lodging a complaint and discussing own career goals
	3.04 Present a three-minute talk defending or attacking the treatment of the most powerful scene in a recent movie you have seen
4. The learner will be able to use clear, vivid, exact language appropriate to the audience	4.01 Prepare four variations on a commercial in which you try to sell a product to: (1) a trucker, (2) a farmer, (3) a banker, (4) a college professor
	4.02 Through role-playing situations, demonstrate the use of language which is appropriate for different audiences
	4.03 Develop and present to the class exercises demonstrating understanding of different meanings of words with multiple meanings, such as *fast*, as a noun, adverb, verb, and adjective
	4.04 Given a list of stylistic devices, (e.g., repetition, figurative language, juxtapositions) incorporate them into an oral presentation, as an individual or as a member of a group
5. The learner will be able to adapt a given message to the audience	5.01 Analyze an ORAL message in terms of its audience
	5.02 Through oral presentation demonstrate the ability to translate the jargon of various specialized fields or subjects for the understanding of a general audience (e.g., auto mechanics)
	5.03 Adopt a minority position on any controversial issue and defend that position for three minutes in the face of audience interrogation
6. The learner will be able to use effective body movements, facial expressions, and gestures	6.01 Observe people in many areas — the school campus, on TV, at church, watching a sales clerk; repeat and demonstrate to the class movements and facial expressions that you find most effective for purposes of clear and/or dramatic communication
	6.02 On videotape, present a three-minute speech using gestures, facial expression, vocal and body animation to describe an exciting personal experience
	6.03 With one or more persons, create an entire scene through improvisation
	6.04 Speak to a group without using a lectern or table
7. The learner will be able to use appropriate eye contact in all speaking situations	7.01 Maintain continuous eye contact with the audience by establishing a direct sense of communication with each member of the audience during every three to four sentences
	7.02 Use various visual aids effectively to enhance an oral presentation, using eye contact for dramatic effect
	7.03 Maintain eye contact with the audience while using various visual aids to enhance an oral presentation

8. The learner will organize according to purpose, audience, and situation (comparison-contrast, classification, time and space order, cause-effect, inductive and deductive reasoning, definition)	8.01 Give oral directions for reaching destinations or for performing a simple, familiar action, such as how to dial a "princess" telephone or how to tie a shoe, to one who is left-handed 8.02 Complete a brief statement or outline on topics from various fields (e.g., medicine, politics, science, technology, sports, history) 8.03 Using one topic, plan two speeches, each using a different pattern of organization
9. The learner will be able to use the four major purposes of speech: 1) to ask and answer questions; seek and give information and directions; 2) express feelings, attitudes, and opinions; 3) entertain and give pleasure; 4) display courtesy and conform to social custom	9.01 Prepare and present a three-minute humorous after-dinner speech 9.02 Display the rules of courtesy and conformity to social custom by demonstrating telephone etiquette in such situations as seeking information from a library, reporting a theft, etc. 9.03 Practice a social courtesy as a guide to visitors or introducing a guest speaker 9.04 Develop a radio or TV commercial for a product and produce it, with necessary props, on videotape or for class presentation 9.05 Present a three-minute speech on a hobby or travel experience, "field" questions from the audience, generate audience interest in further information, and provide opportunity for audience "follow-up" (e.g., "come out to the art gallery and let me show you. . .")
10. The learner will be able to use evidence to support contentions	10.01 Make a speech using sound evidence and reasoning from at least three different sources with special stress on original, as opposed to secondary, sources 10.02 Make a three-to-five minute speech, defending a book, film, writer, TV show that has been adversely criticized, using three to five points to support contentions 10.03 Present a three-to-five minute one-point speech, demonstrating that a problem exists and supporting the point, using some of the following: factual illustration, three specific instances; testimony; analogy; printed or visual material
11. The learner will be able to engage in task-related, problem-solving group discussion	11.01 Participate in a persuasive discussion for improvement of student regulations regarding some school problem (e.g., the dress code, open campus, or parking privileges); this discussion might go beyond classroom activity to actual presentation to student council 11.02 In a ten-minute panel discussion of a book, film, or television show, demonstrate ability to sustain the topic by making no obviously irrelevant remarks 11.03 Demonstrate ability to participate constructively in group problem-solving activities involving role-playing and/or simulation games; suggested activities might include planning survival equipment for a trip to the moon, for an Outward Bound trip, or from a literary selection — a trial for Lady MacBeth

LISTENING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will be able to hear differences between and among sounds	1.01 With eyes closed, identify a number of sounds from nature (e.g., animals) and man-created objects (e.g., bells, whistles) 1.02 With eyes closed, identify voices of different speakers 1.03 After hearing a list of words, identify the consonant sound at the beginning of each word 1.04 Given three words orally, two of which rhyme, (*cat, pot, rat*) identify the rhyming words 1.05 After hearing a list of words, identify the consonant sound at the end of each word 1.06 Identify the consonant sound in the medial position, after listening to a given series of words 1.07 Identify the long and short vowels and simple vowel combinations (*ow, ar, aw*) in appropriate words 1.08 State the number of syllables heard after listening to a given series of words

2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/ contrasts, and cause-effect relationships	2.01 Given three simple oral directions, perform the task in sequence 2.02 Answer questions about a story heard (e.g., plot, significant detail, colorful description, sequence) 2.03 After hearing an oral reading, answer questions about basic items in the reading (questions should focus on who, what, where) 2.04 Given a description of two characters or objects, identify likenesses and differences
3. The learner will be able to listen interpretively in order to predict outcomes, classify, summarize, and consolidate	3.01 After hearing the first half of a story, predict the outcome 3.02 Provide two possible conclusions to stories where the endings are omitted 3.03 After hearing a complete story, summarize the action 3.04 After listening to a list of emotions, objects, events, classify them into categories
4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language	4.01 Infer main ideas, supporting details, and causality, after hearing a story 4.02 After hearing a poem or story which employs figurative language, identify the meaning of the selection 4.03 After hearing a description of a job, talk about the specific responsibilities of the job 4.04 After hearing students' written stories on the same topic, tell what makes each different from the other 4.05 After hearing an effect, infer a cause 4.06 Given two stories, one about the city and one about the country, describe differences between the settings
5. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, assumption, inference, and relevance	5.01 After watching and listening to a film or TV cartoon, or after hearing a story, identify those elements that could have been real and those that are clearly make-believe 5.02 After hearing a student presentation about a classroom issue, talk about the facts in the presentation 5.03 After listening to a paragraph, identify a sentence out of context in that paragraph
6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance	6.01 After listening to a story, discuss decisions made by a character with emphasis upon evaluating the quality of the decision 6.02 After listening to a story with two different endings, identify the better ending and tell why 6.03 After hearing a story that presents a dilemma, draw conclusions based on the facts presented
7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses	7.01 While listening to a given selection of music, respond through body movement in a manner to reflect the mood, rhythm, etc. 7.02 After listening to a given selection of music, draw a picture of your response to the music 7.03 After hearing a story, add to the descriptive detail of characters, objects, or environments described in the story 7.04 After hearing a descriptive passage, draw a picture of the content of the description 7.05 After hearing a story, draw a picture of some feature of the story 7.06 After hearing a poem/story about seasons/weather, draw a picture of the effects of the stated conditions 7.07 After hearing a story or play, discuss the emotions and feelings of a character in the story 7.08 After hearing a given selection of sounds or music, discuss how it makes you feel 7.09 After watching and hearing a film or TV program, verbalize your feelings
8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas	8.01 Propose solutions to classroom or school-related problems presented by the teacher or classmates 8.02 Propose solutions after hearing a portion of a story in which problems are presented 8.03 After hearing a description of a fictitious family problem or a community problem, give possible solutions to the problem 8.04 Suggest new methods of fulfilling routine tasks (e.g., classroom procedures, home duties) 8.05 After hearing part of a fairy tale with the plot changed (e.g., Cinderella), finish the story with your own ideas 8.06 After hearing the end of a story, construct a beginning 8.07 After hearing a list which includes a character, a place, and an action, construct a story containing each element

Grades 4-6

1. The learner will be able to hear differences between and among sounds
   - 1.01 Given a group of words containing various blends, diphthongs, and endings (*ing, ed, es*), identify the sounds specifically assigned for the exercise
   - 1.02 After hearing a group of words, identify the accented syllables in each word
   - 1.03 After hearing sentences with word form contrasts, identify the standard form (them-dem; that-dat)
2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships
   - 2.01 State in a few words the main idea of an oral story
   - 2.02 After hearing a short story and looking at a list of events contained in the story, arrange the events in proper sequence as they occurred in the story
   - 2.03 After hearing a paragraph read, identify the topic sentence in the paragraph
   - 2.04 After hearing the teacher give directions for an assignment, repeat or paraphrase the directions to another student
   - 2.05 After hearing a news article read, answer the questions who? what? where? when? why?
   - 2.06 After hearing short paragraphs which compare people, places, and events, recall similarities and differences
3. The learner will be able to listen interpretively in order to predict outcomes, classify, summarize, and consolidate
   - 3.01 After hearing a short story, summarize the author's main point
   - 3.02 After hearing part of a story, predict the next action of the main character
   - 3.03 After hearing two discussions on the same topic, consolidate the ideas discussed
4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language
   - 4.01 After hearing a short story, identify cause-effect relationships within the story
   - 4.02 After hearing a ballad, identify the main idea and list supporting details
   - 4.03 After hearing selected poetry, identify and interpret figurative language
   - 4.04 After hearing modern and traditional ballads, compare similarities and differences
   - 4.05 After hearing a short persuasive speech, identify the major arguments and supporting details
5. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, assumption, inference, and relevance
   - 5.01 Having listened to and viewed a designated TV ad, identify factors which are intended to influence attitude toward the product
   - 5.02 After hearing a speech in which the speaker deliberately uses unrelated content, identify relevant content
   - 5.03 After hearing the teacher present biased ideas on a school issue, identify and talk about the biases
6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance
   - 6.01 After hearing a fable, provide the moral of the story
   - 6.02 After hearing a speech, evaluate the speaker's effectiveness
   - 6.03 After hearing taped speeches by two people on how to solve the same problem, evaluate the conclusions reached by each speaker and decide which speaker reached the most reasonable conclusion
7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses
   - 7.01 After hearing a descriptive passage in a short story or poem, reconstruct the scene being described
   - 7.02 While listening to a musical recording, create a visual, written, or movement response to the music
   - 7.03 Having heard a story, enact the story with group members acting as characters, props, and scenery
   - 7.04 After hearing an emotionally moving story, verbalize reactions toward the characters
   - 7.05 After hearing a story about a personal problem, write a response to help the character solve the problem
   - 7.06 After hearing a recording of a radio drama or play, verbalize how one of the characters felt
8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas
   - 8.01 Contribute solutions to a "tell-and-add" story
   - 8.02 After hearing a story, develop other possible solutions to the problems presented in the story
   - 8.03 After hearing a talk in which a solution to a problem is proposed, express other possible solutions
   - 8.04 After hearing a short recorded speech which develops the basics of a problem, give possible solutions to the problem
   - 8.05 After hearing a story, suggest new adventures for the main characters
   - 8.06 After hearing a speech in which a solution to a problem is proposed, paraphrase the proposed solution to another classmate

8.07 After hearing a number of limericks, compose an original limerick and listen to limericks written by other classmates

Grades 7-9

1. The learner will be able to hear differences between and among sounds

1.01 Given an audio-taped list of 25 sentences in which endings (e.g., -ed, s, 's, -ing) are omitted or slurred, identify these unconventional pronunciations and pronounce them in the conventional way
1.02 Given an audio-taped list of 25 non-standard pronunciations, identify in each word the sound or sounds which are non-standard and pronounce them in standard form
1.03 Given an audio-taped list of pairs of similarly pronounced words (e.g., feel, fill; want, won't; well, we'll; pen, pin), distinguish between the pairs of words

2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships

2.01 After listening to a weather report, accurately repeat general information about conditions in the forecast
2.02 After listening to oral directions for making or constructing an object, make or construct the object
2.03 After listening to a news story, retell the main idea
2.04 After listening to a news story, identify at least one cause and one effect
2.05 After listening to two students tell how they spend their leisure time, list the differences and similarities between the two accounts
2.06 After listening to a short news report of a single event, repeat orally the events in chronological order
2.07 After watching and listening to a televised 30 minute situation comedy, summarize the plot of the story in one or two sentences
2.08 After listening to a myth or folktale, state orally what caused the character to act as he/she did
2.09 After listening to a formal debate, list in order the main points made by each side

3. The learner will be able to listen interpretively in order to predict outcomes, classify, summarize, and consolidate

3.01 After listening to a sound-filmstrip of an open-ended story, complete the story orally and state reasons why a conclusion is logical
3.02 Upon hearing a series of names, events, places, etc., determine the category into which the items fall
3.03 After listening to a sentence spoken aloud, classify the words as to their parts of speech and functions in the sentence
3.04 After hearing a five-minute speech on a proposition of policy, write a summary of the speech
3.05 After listening to an editorial, summarize the arguments presented
3.06 After listening to a reading of a front page newspaper article, write a summary

4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language

4.01 After listening to a reading of a letter to the editor of a newspaper, write the purpose of the letter and the reasons that support that purpose
4.02 Hear two descriptions of the same incident and compare and contrast the two descriptions
4.03 After listening to a dramatized argument between two characters, determine the cause(s) of the argument and the possible effect(s) it will have on the future of the relationship of the two characters
4.04 Listen to ads for two similar products with different brand names to determine similarities and differences in the ads
4.05 After hearing a five-minute speech on a proposition of policy, identify the major supporting devices and arguments used
4.06 After listening to a panel discussion of an adolescent problem, compare and contrast the varying viewpoints expressed
4.07 Listen to the opening passages of two short stories (e.g., Poe's vs. Shirley Jackson's) to compare and contrast the techniques employed
4.08 After listening to a popular song or ballad, analyze the message in terms of main idea, supporting details, and identification and interpretation of figurative language

5. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, assumption, inference, and relevance

5.01 After listening to a passage from a historical novel containing elements of fact and fiction, determine which is which
5.02 By listening to campaign speeches (school or political), distinguish between those statements which represent opinion and those which represent fact and identify any irrelevant statements
5.03 After listening to an argument for or against a school rule, identify orally the bias of the speaker
5.04 Listen to a student's speech and state orally what was fact and what was opinion

	5.05 After listening to a recording of a science fiction, distinguish orally between fact and fiction
	5.06 After viewing and listening to a 30-minute national news broadcast, list those stories which are based primarily on facts and those which integrate opinion with fact
	5.07 After listening to editorials from the same newspaper, identify the viewpoint/bias of that paper
	5.08 After listening to several radio and/or TV commericals, identify the propaganda devices in each
	5.09 Given a prepared audio-taped persuasive speech on a controversial issue, identify major assumptions, inferences, and accurate and inaccurate facts
	5.10 After listening to a biographical sketch of a state senator, make an assumption as to how that senator will vote on a certain issue in the next legislative session
	5.11 Listen to a discussion on a designated topic and point out every irrelevancy that occurs during the discussion
6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance	6.01 Evaluate a classmate's speech by using a prepared check list
	6.02 Given a five-minute persuasive selection, identify the conclusions drawn and evaluate the content and delivery of the selection
	6.03 After listening to a student-written ballad, evaluate the ballad on the basis of how closely it conforms to the definition of a ballad
	6.04 After listening to a speech to entertain, evaluate its effectiveness based on purpose, diction, and delivery
7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses	7.01 After listening to a selection of music, describe the mood of the selection
	7.02 After hearing an audio-taped narrative about some place or event, reconstruct the place or event in writing
	7.03 After hearing poems read aloud, identify instances of onomotopoeia
	7.04 After hearing a descriptive poem, identify the visual images in the poem
	7.05 After listening to a contemporary song, identify the mood and explain how it is created by the rhythm, the melody, and the imagery
	7.06 After listening to a stirring musical selection, talk about your emotional response
	7.07 After watching a TV production, report at least one emotional incident in the plot and describe your reaction to it
	7.08 After hearing a poem read aloud, identify the emotional appeal and point out those words used and images created by the poet to elicit a particular response
	7.09 After hearing a persuasive speech dealing with an emotional topic (child abuse, treatment of the elderly), identify those emotional appeals with greatest impact and explain why
	7.10 After listening to a recorded melodrama, identify the emotional responses the playwright attempts to arouse and then judge the effectiveness of these attempts based on your own emotional response
8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas	8.01 After listening to a "Dear Abby" letter, write a thorough solution to the problem expressed in the letter
	8.02 After listening to a short story in which a character suffers an inner conflict, list at least three possible solutions as alternates to the story's conclusion about the character's conflict and state reasons for these solutions
	8.03 After hearing a taped narrative speech about a problem in which at least three different solutions are set forth, write an analysis advancing the best solution and defending that judgement
	8.04 Actively participate in a brain-storming activity, suggesting an idea which you have derived from discussion
	8.05 After hearing a short story read aloud, suggest an alternative course of action for the main character which would have changed the outcome of the story
	8.06 After listening to an introduction to a story, take part in developing a new story by contributing an original segment
	8.07 Given a detailed narrative about a major social problem, prepare an argument advancing a solution based upon the material presented in the narrative
	8.08 After listening to a detailed character sketch, create a conflict and resolution for that character
Grades 10-12	
1. The learner will be able to hear differences between and among sounds	1.01 Listen to a list of words commonly confused, such as homonyms and various forms of the same word, and distinguish the differences in meaning and pronunciation; identify these differences orally

	1.02 Given a recording of several different dialects, identify each as to geographic region in North Carolina or the United States
	1.03 Given two recordings, one of an American speaker and the other of a British speaker, orally distinguish among the noticeable differences in pronunciation (e.g., *schedule*, *aluminum*, and *vitamin*)
2. The learner will be able to listen literally for items of information, sequence, main ideas, comparisons/contrasts, and cause-effect relationships	2.01 After hearing a story read, answer questions calling for recall of detail, sequence, main idea, comparisons/contrasts, and/or cause-effect
	2.02 Define and illustrate fact, opinion, value, judgment
	2.03 Outline a speech HEARD, keeping relationships among ideas clear
	2.04 After listening to both the local and the national evening news programs on TV or radio, summarize orally to a group of classmates the sequence of events and any main idea or cause-effect relationships
3. The learner will be able to listen interpretively in order to predict outcomes, classify, summarize, and consolidate	3.01 After listening to a TV or radio documentary or "special," summarize in writing the main ideas and comment on the implications of what was reported
	3.02 After listening to three or more speeches, classify each according to its main purpose (e.g., to inform, to entertain, to persuade) and defend choices
	3.03 After listening to a recorded speech by a professional speaker, write an evaluative summary
4. The learner will be able to listen interpretively in order to infer main ideas, supporting details, comparisons/contrasts, cause-effect relationships, and meaning from figurative language	4.01 After listening to a poem, interpret figurative language through oral discussion
	4.02 Listen to sports broadcasts and interpret the literal and figurative meanings of the speaker(s)
	4.03 Identify deliberate exaggeration (e.g., what John L. Lewis really meant when he called the Taft Hartley law a "Slave Labor Act")
	4.04 Select a short, familiar oration (e.g., the "Gettysburg Address"), and interpret the figurative language
	4.05 Supply written examples of figurative language from five current song lyrics
5. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, assumption, inference and relevance	5.01 Analyze in writing persuasive materials, such as TV ads
	5.02 After listening to a 5-minute panel discussion within the classroom, list any irrelevant statements by panel speakers
	5.03 Analyze material that supports a bias but which is unreliable (e.g., student who opposes a dress code must spot distortions and weak arguments in a speech favoring a dress code)
	5.04 Given a prepared audio-taped persuasive speech on a controversial issue, identify major assumptions, inferences, and accurate and inaccurate facts
6. The learner will be able to listen critically in order to draw conclusions and make judgments about content and performance	6.01 After listening to a short story written by a classmate, evaluate it as to the consistency of its viewpoint and tone
	6.02 Write a complete summary of a speech, covering all main points
	6.03 Make a complete, orderly, intelligent critique of a speech
	6.04 Observe critically a play, television production, or movie and make judgments about content and performance
7. The learner will be able to listen creatively in order to construct sensory images and to talk about emotional responses	7.01 After hearing an oral presentation, write a reconstruction of the situation, or draw a picture of it
	7.02 Evaluate the suitability of visual aids used in a speech (key question: Were the visual images appropriate for the verbal message?)
	7.03 Evaluate both the literal and suggestive staging of a play or TV show
	7.04 Listening to a recording of mood music, prepare a written or graphic presentation (e.g., essay, poem, collage, slide presentation) interpreting the sensory images evoked by the music
	7.05 After hearing an oral reading of a poem, write an answer to the question, "How did the poem make me feel?"
	7.06 See a play or TV performance and explain what was moving; indicate any instance of overstated sentimentality
	7.07 Formulate appropriate responses to emotion-filled oral messages (e.g., friend says that she is pregnant, or that her father has been laid off, or that she won a scholarship)
8. The learner will be able to listen creatively in order to develop solutions to problems and to formulate new ideas	8.01 Hear varying reports of the same event and accurately reconstruct the event
	8.02 After hearing an oral presentation, answer in a brief essay questions which focus on *how* and *why*

8.03 After listening to the role playing of a situation involving a classroom problem, orally present and defend your solution to the problem (e.g., a greater share in deciding the next class problem, the most effective disciplinary action in a situation)

8.04 Hear a problem analyzed and then devise a solution that takes into account the stated and implied concerns of each participant in the analysis (e.g., principal, teacher, parent, student discuss noise in halls between classes)

8.05 With four other people discuss "The Problem with my Family as a Small Group"; after 15 minutes of impromptu discussion, generate a proposal for improving communication within the family

8.06 Explain how a person with a different background would feel about an emotionally charged issue (e.g., if one opposes quotas of HEW, why would someone else favor them?)

8.07 From a list generated by a class discussion of probable world changes within the next decade, select and orally defend the one change that you consider significant and desirable

Foreign Languages

The three-fold purpose of a foreign language program is to help students gain knowledge about language and culture, develop communicative skills and in the process grow in awareness of the people whose language is being studied. In order that progress toward these ends be ensured, it is recommended in the Course of Study that a program of four sequential levels be offered in at least one foreign language in each secondary school. In addition, the Course of Study suggests what students should know about language and culture and be able to do with this knowledge by the end of each of the four recommended levels of language learning; activities for helping students gain knowledge and skills at each level are also included. However, a guide of study is not complete unless it includes ways for measuring student progress toward stated goals. Such is the case with the Course of Study.

It is for this reason that the competency goals and performance indicators in listening, speaking, reading, writing and culture were developed cooperatively by staff members of the Division of Languages and many North Carolina foreign language teachers (representing four levels in each of the languages taught in our state) and that these goals and indicators were then field tested in the Shelby school system by teachers at four levels of instruction in three languages.

The final product of this thirteen-month joint effort is contained in the following pages. Four features of the materials are to be noted: (1) the competency goals for each of the four language processes (listening, speaking, reading, writing) and culture are Level I-IV goals, i.e., each goal is broad enough to accommodate students from Level I of language learning through Level IV; (2) attempt has been made to list the goals in a developmental sequence, based upon consensus of all contributors; however, individual teachers should feel free to experiment with other sequences; (3) an attempt has been made to list performance indicators per goal in order of easiest to most difficult, although teachers should feel free to experiment with other sequences of the performance indicators, as well; (4) the performance indicators are meant to enable teachers to determine whether students are moving toward mastery of the goals at reasonably expected levels of achievement in each of the language level categories, I-IV. Since the list of indicators which appears at each level for each goal that accompanies a given skill or culture by no means comprises an exhaustive list of ways by which to assess a student's performance, it is suggested that others be used if they are more appropriate for the learner; that is, teachers are invited to develop new performance indicators, delete some, and revise others in order to meet needs, abilities and interests of their respective students. Those who have developed and field tested the competency goals and performance indicators agree that they are appropriate for use in the regular instructional process. While no curriculum project is ever complete, these materials clearly represent a solid start toward teaching listening, speaking, reading, writing and culture for mastery learning.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Level I	
1. The learner will be able to discriminate between and among sounds in order to recognize semantic and grammatical meaning in context in the target language	1.01 Listen to a series of words containing either of two vowels/consonants and show recognition of the sound specified prior to the exercise each time he/she hears it 1.02 Hear each of a number of paired words and indicate on a paper whether both sounds in each pair were the same or different 1.03 Listen to a series of "three-word" groups and circle the number which corresponds to the word containing a pre-specified sound that differs from the other two in each group 1.04 Hear a series of words containing the same vowel sound and indicate the phonetic symbol (e.g., IPA) or the vowel which corresponds to the sound specified in each word series 1.05 Listen to each of a series of sentences and write a period for a statement, an exclamation point for a command and a question mark for a question 1.06 View a series of numbered objects and hear each of a series of words, then match each word with the appropriate object by circling the corresponding number 1.07 View three students performing 3 separate actions and listen to a statement, then point to the student who is performing the action which the statement describes 1.08 Observe a series of pictures and listen to each of a series of corresponding statements made up of the combination "determiner + noun" and indicate whether the noun is feminine or masculine by writing "F" or "M" on paper 1.09 Give each of a series of subject pronoun-verb combinations and write "p" for plural or "s" for singular 1.10 Hear a verb in a given tense/voice and circle the name of the tense/voice appropriate to that particular verb
2. The learner will be able to understand the meaning of words, sentences, paragraphs, dialogues, poems, songs, short stories, and radio/TV news/weather reports and other broadcast programs (dramas, comedies, musicals) in the target language	2.01 Hear a series of commands and execute each command 2.02 Hear each of a series of commands and carry out only those commands that are preceded by "Simon Says" 2.03 View a series of pictures and listen to each of a series of sentences, then identify the picture to which each sentence corresponds 2.04 Learn the appropriate vocabulary, then listen twice to a short taped dialogue and indicate in which of 3 pictorial situations the conversation would most likely have occurred 2.05 Learn the grammar, vocabulary and pronunciation appropriate to a given situation, then listen twice to a short taped conversation between two people and seek the answer(s) to one or two questions heard prior to the playing of the tape 2.06 Hear a series of simple sentences in the target language and indicate by writing "clear" or "not clear" whether each statement makes sense or not 2.07 Study the appropriate grammar, vocabulary and pronunciation, then hear a paragraph/poem/short story and give in English a brief summary of what was heard
3. The learner will be able to listen creatively in order to respond to questions that deal with emotions, feelings, preferences, and opinions	3.01 Hear a short passage relating to human feelings, emotions and physical conditions, and after having viewed sketches, magazine cut-outs and pictures relating to each, point to the sketch which best portrays the way he/she feels at the moment 3.02 Learn the vocabulary relating to physical conditions, human feelings and emotions, and hear a question relating to one of these states and then place his/her initials on one of 3 continuum lines on the board or on a paper: great _____ miserable, very much _____ not at all, all _____ none 3.03 Listen to a paragraph and identify the feeling or emotion expressed by selecting from a series of indicators given prior to hearing the paragraph 3.04 Hear a short series of questions (2-4) relating to preferences and rank in order the three answers heard after each question

4. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life	4.01 Listen to a short passage and respond to 2 questions given prior such as (1) Who does the action? (2) At what time does the action occur? 4.02 View and hear someone extend an invitation to a friend and indicate, for example, (1) Who extends the invitation and (2) Whether the friend accepts the invitation
Level II	
1. The learner will be able to discriminate between and among sounds in order to recognize semantic and grammatical meaning in context in the target language	1.01 Study a series of paired pictures, each pair of which corresponds to a pair of words that have one minimal phonemic difference, and write "A" or "B" on a numbered paper after hearing one of the paired words 1.02 View each of a series of single pictures, listen to 2 words that minimally differ phonemically and select the word which corresponds to the picture 1.03 View each of a number of objects, listen to the statement that corresponds to each object and indicate whether the last word is A. masculine singular, B. feminine singular, or C. plural 1.04 Listen to each of a series of sentences and indicate whether the subject and the verb are A. singular, B. plural, or C. could be singular or plural 1.05 Listen to each of a series of simple sentences and indicate whether the direct object pronoun is A. masculine singular, B. feminine singular, C. plural 1.06 Listen to each of a series of sentences once in native speech and indicate whether the action described occurred in the past or is taking place at present
2. The learner will be able to understand the meanings of words, sentences, paragraphs, dialogues, poems, songs, short stories, and radio/TV news/weather reports and other broadcast programs (dramas, comedies, musicals) in the target language	2.01 Hear a series of statements relating to an equal number of events and view a number of sketches depicting each event which are to be numbered in the correct sequence 2.02 Listen to a short taped conversation between two people and seek the answers to questions heard prior to the playing of the tape 2.03 Hear a series of questions and listen to a familiar short taped passage, then answer "true" or "false" to each of the questions in the series 2.04 Hear a short poem or simple folk song in the target language and answer factual questions of the "who" "when" and "where" type 2.05 Hear a dictated passage and respond in the target language to questions asked prior to the dictation 2.06 Listen to a description of a situation/person and identify the subject being discussed
3. The learner will be able to listen creatively in order to respond to questions that deal with emotions, feelings, preferences, and opinions	3.01 View a series of illustrations and listen to a series of statements, then circle the illustration which best depicts the feeling heard in each statement 3.02 Hear how each member of a group of 4-6 feels and tell each member how he/she feels 3.03 Master the appropriate vocabulary, listen to a short paragraph and then answer a series of questions asked in the target language about the feelings/emotions expressed in the paragraph 3.04 Hear a short story relating to human feelings and use key words and phrases *from* the story to express his/her feelings, preferences and opinions *about* the story
4. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life	4.01 Listen to a short dialogue or paragraph and identify statements as "true" or "false" 4.02 Listen to a short dialogue or paragraph and respond to 1 or 2 questions of the who, what, where, when type 4.03 Listen to a series of incomplete statements and select one of three words provided for each to complete the meaning 4.04 Hear a short fable or current narrative account and identify the characters and state if the account is fact or fiction 4.05 Hear a short article in English/target language on political freedoms in the target country or countries and determine if bias, opinion, or propaganda entered into the account
Level III	
1. The learner will be able to discriminate between and among sounds in order to recognize semantic and grammatical meaning in context in the target language	1.01 Study a series of sentences, each of which is followed by sentences A and B (both of which contain a word whose sound differs minimally from a word in the other), and choose the one which completes the idea expressed in the initial sentence 1.02 Hear a statement which is followed by two sentences that imply two words that differ minimally in sound and select the sentence which accurately completes the meaning of the inital statement

	1.03 Listen to a brief taped selection and indicate whether the content was (1) a commercial in which a product was being advertised, (2) a social conversation between 2 friends, or (3) a discussion between a superior and a subordinate (not applicable to all languages)
	1.04 Listen to each of a series of compound sentences once and indicate whether the direct object pronoun is A. masculine singular, B. feminine singular, C. plural
2. The learner will be able to understand meanings of words, sentences, paragraphs, dialogues, poems, songs, short stories, and radio/TV news/weather reports and other broadcast programs (dramas, comedies, musicals) in the target language	2.01 Listen to a new taped conversation at normal rate, then seek and provide the answers to questions heard prior to the playing of the tape
	2.02 Listen to sentences from recorded literary passages and identify the given verb tenses
	2.03 Learn the appropriate vocabulary and listen to a short story and then answer questions on the content of the story
	2.04 Listen to a short series of passages and indicate the common thematic element selected from a series of indicators given prior to hearing the passages
3. The learner will be able to listen creatively in order to respond to questions that deal with emotions, feelings, preferences, and opinions	3.01 View an animated filmstrip and identify feelings and opinions by checking indications presented by the teacher
	3.02 Hear a short poem or simple song and select from a list of words/expressions those which best match the feelings expressed in the poem/song
	3.03 Hear how each member of his/her group of 4-6 feels and tell each member how he/she feels about a particular situation
4. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life	4.01 Master the appropriate vocabulary, then listen to a song in the target language with which he/she is familiar in English and select one of three given statements to indicate whether the target language version of the song expressed love, rebellion or propaganda
	4.02 Master orally the appropriate vocabulary, listen to a modern popular song from the target country and select one of three statements to indicate whether the song expressed love, etc. (not applicable to all languages)
	4.03 Hear a taped radio commercial (class members may have recorded it) and state whether the broadcast is fiction, bias, or propaganda
	4.04 Study a short piece of literature to listen to while viewing an animated film-strip, identify the characters, describe the action, state whether the account is fictional and give an example of its application in human life
Level IV	
1. The learner will be able to discriminate between and among sounds in order to recognize semantic and grammatical meaning in context in the target language	1.01 Listen several times to a recorded poem and learn the poem giving particular attention to natural speech, cadence and rhythm. The learner will then write the poem upon listening to the recording
	1.02 Listen to a tape and indicate what genre he/she heard
2. The learner will be able to understand the meanings of words, sentences, paragraphs, dialogues, poems, songs, short stories, and radio/TV news/weather reports and other broadcast programs (dramas, comedies, musicals) in the target language	2.01 Listen several times to a popular song and then (1) recite the song, or excerpts from the song, (2) write the song upon listening to it, (3) analyze the song as a poem and (4) analyze the grammatical structures of the song
	2.02 Hear a taped radio broadcast and answer questions on the content
	2.03 Hear a taped newscast, song, poem or story and paraphrase what was heard
	2.04 Study a short story to listen to and provide an optional ending
3. The learner will be able to listen creatively in order to respond to questions that deal with emotions, feelings, preferences, and opinions	3.01 Listen to a selection of recorded music (e.g., classical, modern, or popular) from the country of the target language and select from a list of adjectives those which best describe the emotions and feelings evoked by the music, then relate orally to the class his/her reaction to the music
	3.02 Listen to prepared paragraphs describing a stereotype of the people from the target country, explain in the target language the content of what he/she heard and tell whether or not he/she is in agreement
	3.03 Study a poem to listen to and then summarize the poem by one emotion or feeling word and build onto that word to express the same emotion in his/her own way
	3.04 Listen to a newscast about some event and orally express his/her feelings in 2-4 statements

	3.05 View a film accompanied by narration on clothing in the target country and write his/her preferences in a 75-100 word paragraph
4. The learner will be able to listen critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life	4.01 Hear a brief speech by a native speaker, formulate questions about the material presented and ask questions that are an outgrowth of some of the ideas mentioned (not applicable to all languages) 4.02 Prepare skits or culturally oriented mini-dramas and listen to the oral presentations prepared by groups within the class 4.03 Listen to a teacher-prepared topic, take notes in the target language for further study and for evaluation by the teacher 4.04 Study a 2-3 minute radio broadcast to listen to and provide the main idea in no more than 5 oral or written statements 4.05 View and hear a T.V. commercial and then discuss the differences between a commercial and a newscast in terms of purpose, fact, bias, opinion, assumption, propaganda and relevance

SPEAKING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Level I	
1. The learner will be able to reproduce sound and indicate understanding by recalling and producing words, expressions, and grammatical forms in familiar contexts with appropriate pronunciation, stress, rhythm and intonation	1.01 Practice orally 2 vowel sounds and repeat words 1.02 Study a series of words in the target language and pronounce the words in syllables 1.03 Hear a series of sentences, each of which contains 1-3 specified sounds, and repeat them aloud 1.04 Study a short poem, passage, or dialogue to memorize and recite, giving special attention to 2-3 sounds specified by the teacher prior to recitation 1.05 Hear each of a series of statements and repeat and identify each as a command, question, or declarative sentence 1.06 Study a series of words, phrases, and sentences to reproduce orally, then identify the stress or intonation pattern of each 1.07 Study a short passage from a familiar story and read it aloud with appropriate stress, rhythm, and intonation 1.08 View a series of pictures of concrete objects and orally provide the appropriate word for each 1.09 Study an oral or visual cue and respond with the appropriate target language expression. For example, describe the weather, give a greeting, or tell the time with appropriate pronunciation, stress, rhythm and intonation 1.10 Engage in a drill exercise of the type "Are you hungry?" "Yes, I am hungry.", and respond according to the cue provided 1.11 View and hear the teacher perform and describe an action, then orally describe the same action as it is performed by a peer or peers 1.12 Perform a Gouin Series and describe each action as he/she performs it 1.13 Learn a given passage in the target language and recite the passage from memory 1.14 Study a statement in the target language and produce an interrogative, an imperative or a negative sentence in the target language 1.15 Ask and answer questions of one another in the target language relating to a prescribed situation
2. The learner will be able to respond orally in the target language to factual questions based on familiar context, including oral, visual, and written material in the classroom and related personal life experience outside the classroom	2.01 Listen to a short taped conversation between 2 people, state the names of both parties and indicate whether the 2 were expressing greetings or goodbyes 2.02 Discuss the taped conversation (2.01), then state at what time he/she says "good-bye" to his/her family in the morning and greets them after school 2.03 Observe a picture from a magazine and answer orally to questions in the target language of the type, "How many boys/girls are in the picture?" 2.04 Read a short selection and answer orally factual questions relating to the selection 2.05 Listen to one or more factual questions relating to one or more personal life experiences and respond orally to the questions

3. The learner will respond orally in the target language to questions based on familiar contexts which deal with ideas, feelings and preferences

3.01 Respond in order of preference after the group leader asks questions of the type, "Where are you happy? at home? at school? in the street?"
3.02 After each member of the group answers the question "Where are you happy?", recall for each person: "_____, you are happy in/at _____."
3.03 Study one magazine cut-out and statements which express emotions, and select the statement which he/she considers to be the clearest expression of the emotion illustrated, basing his/her selection on personal experience

4. The learner will express orally in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments, and inferences; and indicate the relevance of oral, written, and visual communications to modern life

4.01 Study a particular noun such as house, and express orally fact/opinion relating to the noun. (It may be necessary to use some guided questions)
4.02 Read in English a review of a rock band/sport figure, and answer orally questions such as "Who is it?" "What are they doing?"
4.03 Listen to/read a fable, and answer 2 questions given prior to the playing of the tape. The questions are of the "Who are the characters?" and "Who says what?" type
4.04 After factual questions based on the fable in 4.03 have been answered, respond to such questions as: "Do you have any pets?" and "Do you know anyone who acts like the characters in this story?"

Level II

1. The learner will reproduce sound and indicate understanding by recalling and producing words, expressions, and grammatical forms in familiar contexts with appropriate pronunciation, stress, rhythm and intonation

1.01 Study a scrambled series of ideograms, each of which represents one line from a familiar passage, rearrange them in proper sequence and then recite the entire passage with appropriate voice control
1.02 Study a dittoed copy of a familiar dialogue, passage, song, fable, or poem from which words have been left out, read it aloud and orally supply appropriate words, then reread it with acceptable stress, rhythm and intonation
1.03 Orally supply the appropriate word as the teacher or a student points to one of a pair of pictures which correspond to 2 words that bear a minimal phonemic difference
1.04 Master orally the appropriate vocabulary, grammar and structures relating to a restaurant scene and then role play with a classmate by (1) asking for the menu, (2) ordering, (3) eating, (4) asking for the check and (5) paying for the meal
1.05 Read a mimeographed copy of a one-sided 10-line conversation, work with a partner to complete the scene, and then deliver orally the dialogue without notes to the rest of the class
1.06 Given a topic or choice of topics for a prepared talk, write and turn in a plan for correction, then give his/her talk. The learner may memorize what he/she has written or speak extemporaneously; notes are not allowed
1.07 Given two separate statements in the target language, combine the statements to produce orally a single statement
1.08 Learn a song or poem in the target language, then reproduce the selection orally with appropriate rhythm, stress and intonation
1.09 Learn a written mini-drama dealing with a culture value, then present orally the situation with appropriate rhythm, stress, intonation and gestures

2. The learner will respond orally in the target language to factual questions based on familiar context, including oral, visual, and written material in the classroom and related personal life experience outside the classroom

2.01 Study a painting from the target culture, then describe what he/she sees in terms of color and size of objects in relation to other objects and figures, location and distance
2.02 View several sections of a filmstrip and hear the accompanying tape, then respond to three questions about the content given prior to viewing and listening
2.03 Hear or read a short story, then recall orally the major events and the order in which they occurred
2.04 Describe a personal life experience, then describe orally his/her favorite television program, car, sport, movie actor/actress, girl/boyfriend and teacher

3. The learner will respond orally in the target language to questions based on familiar contexts which deal with ideas, feelings and preferences

3.01 View a short film scene in which emotions and feelings were expressed verbally and non-verbally, then respond orally to questions dealing with the emotions and feelings portrayed
3.02 Hear a poem or a song in the target language, then verbalize his/her own reaction and feelings toward the song or poem
3.03 View a dramatic presentation illustrating a cultural value, then verbalize his/her own reaction or feelings to the situation
3.04 Hear a short story with alternative endings, then state orally the ending he/she prefers

4. The learner will express orally in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments, and inferences; and indicate the relevance of oral, written, and visual communications to modern life	4.01 Give two examples, based on a second reading of the fable in 4.03 (Level I), from his/her personal life experience in order to illustrate the lesson at the end of the account 4.02 Listen to a second fable while viewing an animated cartoon up to and excluding the conclusion, then state orally what the moral lesson should be 4.03 Hear a poem or song, then state orally what he/she believes the theme to be 4.04 Listen to and observe a television commercial or read a magazine advertisement, then identify that which is fact, fiction, or bias

Level III

1. The learner will reproduce sound and indicate understanding by recalling and producing words, expressions, and grammatical forms in familiar contexts with appropriate pronunciation, stress, rhythm and intonation	1.01 Master orally the words, expressions, grammatical forms and structures relating to daily life situations, then with classmates reenact any one of these situations spontaneously 1.02 Master orally the words, then pantomime and narrate a song, fable, or poem with classmates 1.03 View filmstrips or read and discuss teacher-created situations to which an equal number of proverbs apply and then listen to the narration of a brief, student-created situation and select from a list of proverbs the one which best applies to the narrated situation 1.04 Read a mimeographed copy of a one-sided conversation, then work with a partner to complete the scene, and orally deliver the whole dialogue without notes to the rest of the class with appropriate gestures, stress, rhythm and intonation 1.05 View a film with the sound and become familiar with the dialogue, then provide his/her own narration when sound is turned off 1.06 Read short representative literary selections, then memorize specified excerpts and quote them to classmates with proper pronunciation, stress, rhythm, intonation and gestures
2. The learner will respond orally in the target language to factual questions based on familiar context, including oral, visual and written material in the classroom and related personal life experience outside the classroom	2.01 View several sections of a filmstrip (e.g., on geography) and hear the accompanying tape, then respond to three questions (e.g., about a river) given prior to viewing and listening (e.g., 1. What is it called? 2. Near what city does it flow? 3. What main benefit does it provide?) 2.02 Following completion of indicator 2.01, answer personalized questions on filmstrips representing familiar situations 2.03 View a silent filmstrip with a familiar content, then provide an oral script for the filmstrip 2.04 Hear or read a short literary selection, then recall orally the major events in the order in which they occurred and the characters and objects which supported the main theme/plot of the literary selection
3. The learner will respond orally in the target language to questions based on familiar contexts which deal with ideas, feelings and preferences	3.01 Study in detail a painting by an artist from the foreign culture, then present and describe in the target language personal feelings 3.02 Read a selection from literature, then discuss the feelings of the main character at a particular moment of suspense in the story 3.03 Read a selection from literature in the target language, then discuss how he/she would have felt in the main character's shoes 3.04 Demonstrate his/her ability to express ideas and feelings by giving a speech in the target language which begins "If I could change one thing in this life, I would change _____"
4. The learner will express orally in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments and inferences; and indicate the relevance of oral, written and visual communications to modern life	4.01 Listen to a poem or song, then orally state what he/she believes to be the message of the piece 4.02 Listen to a fable with accompanying visual aids, then orally state the moral lesson of the fable 4.03 Furnish the moral of the fable in 4.02, then predict his/her own reactions in the same or a similar situation 4.04 Listen to a radio/television commercial or news commentary, then state whether each item is fact or fiction 4.05 Hear newspaper headlines or news reports from foreign sources, then state whether the headlines portray bias and explain why he/she thinks so

Level IV

1. The learner will reproduce sound and indicate understanding by recalling and producing words, expressions and grammatical forms in familiar contexts with appropriate pronunciation, stress, rhythm and intonation	1.01 Hear an English sentence spoken at normal conversational speed, then give the target language equivalent as quickly as possible and in a manner acceptable in fluency 1.02 Memorize selected literature excerpts in the target language, then recite these excerpts to the class, using appropriate pronunciation, stress, rhythm, intonation and gestures 1.03 Prepare a description of a brief incident using grammatical structures just studied, then present orally and listen to the presentations of classmates 1.04 Read an excerpt from a poem, then read the piece aloud with appropriate pronunciation, stress, rhythm and intonation 1.05 Read a current magazine or newspaper article, then paraphrase and elaborate on that article in the target language
2. The learner will respond orally in the target language to factual questions based on familiar context, including oral, visual and written material in the classroom and related personal life experience outside the classroom	2.01 Hear a taped radio broadcast, then select one topic reported and state Who did what? When and where the event took place? What was the main cause and the main effect of this occurence? 2.02 View a color slide, then describe orally the content of the pictures and the impression made on him/her 2.03 Read a newspaper article about the foreign country/ies being studied, then answer questions about the article and relate the content to his/her own experience 2.04 Listen to a taped dialogue between 2 family members, then respond orally to factual questions and relate the content of the dialogue to his/her own family experiences
3. The learner will respond orally in the target language to questions based on familiar contexts which deal with ideas, feelings and preferences	3.01 Read or view a book, play, movie or T.V. show, then explain how one of the characters felt 3.02 Read a book or see a movie, then choose a character and state what he/she might have done differently 3.03 See a set of paintings, architectural drawings and/or hear musical compositions, then express in the target language which he/she prefers and why 3.04 Prepare in the target language a description of a recent personal experience, then present it orally at the beginning of class, being certain to include preferences and feelings in the presentation
4. The learner will express orally in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments, and inferences; and indicate the relevance of oral, written and visual communications to modern life	4.01 Listen to and observe a television commercial, then discuss the usefulness of the product advertised 4.02 Listen to a presentation on target country attitudes toward a topic such as "The Family" and react by comparing his/her own attitudes about the same topic 4.03 Prepare and orally present a commercial to the class using appropriate props, then discuss with classmates the assumptions, judgments and inferences which they made while listening to and viewing his/her presentation 4.04 Listen to a tape recording of a classmate's poem, short story, drama, or brief cultural report, then respond orally to the presentation by recording his/her analysis of the content in terms of fact, fiction, opinion, bias and propaganda

READING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Level I	
1. The learner will make sound-symbol correspondences, differentiate between and among written symbols, recognize and infer semantic and grammatical meaning of the printed word in context	1.01 Listen to each of a series of individual sounds and then circle the appropriate letter from the target language alphabet 1.02 Read each of a series of letters from the target alphabet and produce orally the corresponding sound 1.03 Listen to a series of three-letter groups and circle the two letters that sound alike 1.04 Listen to a series of three-letter groups and circle the letter that does not sound like the other two in each group 1.05 Upon hearing the initials of famous people (e.g., J.F.K.), write the initials and identify the person 1.06 After having been taught to produce the sounds that are symbolized by a given number of vowel sounds, produce orally words that contain any or all of these vowel sounds

1.07 Demonstrate oral control of words and sentences, then read aloud their written forms
1.08 Listen to each of a series of sounds, then select from a prepared list of words the ones containing the given sounds
1.09 Listen to a word sequence such as cow, dog, horse, flower and identify the one word that does not belong
1.10 While viewing a series of numbered objects and reading each of a series of words, match each word with the appropriate object by circling the corresponding number
1.11 Read a series of cue cards, each containing one sentence, then arrange the cards in a logical sequence and read aloud the results
1.12 Repeat orally a number of written sentences in which each word is numbered, then read aloud the word under the number called out by the teacher
1.13 Study a series of pictures which represent an equal number of dialog lines, then match pictures and lines by pointing to a picture and reading aloud the appropriate line from the dialog
1.14 Study a series of cards (each with one word written on it) randomly scattered on a flannel board and then rearrange the cards to form 3 complete sentences and read these aloud
1.15 Rearrange familiar words and sentence patterns into new combinations and then read these aloud
1.16 View a series of numbered objects and read each of a series of words, then match words with appropriate objects by circling the corresponding numbers
1.17 Read each of a series of sentences and then write a period for a statement, an exclamation point for a command and a question mark for a question

2. The learner will read for information in order to respond to factual questions based on printed material in the target language

2.01 Draw from a hat a slip of paper on which is written a command and then execute the command
2.02 Read a familiar short passage and then respond in the target language or in English to questions given prior to reading such as "Who does the action?"
2.03 Read a familiar short dialog or paragraph, then answer "true" or "false" to 2 or 3 questions of the Who? What? Where? When? type
2.04 Read a short selection, then answer questions relating to the selection

3. The learner will read creatively in order to respond to questions that deal with emotions, feelings, preferences and opinions

3.01 Study a series of pictures which depict a variety of feelings or emotions, then select the one which best illustrates the way he/she presently feels and read aloud the written statement which accompanies the picture selected
3.02 Listen to a friend describe his/her feelings, then read a series of teacher-prepared statements and select the one which most accurately depicts the way his/her friend feels
3.03 Read a short selection and then identify in English the emotions or feelings experienced by one character in the passage
3.04 Read a short selection in the target language, then respond in English to questions that deal with emotions, feelings, preferences and opinions

4. The learner will read critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life

4.01 Read a short passage and then respond in the target language to 2 questions asked prior to the reading, such as "Who does what?" and "Which of two events occurred first in the reading selection?"
4.02 Respond in English to questions about personal experiences which relate to situations in the passage in 4.01

Level II

1. The learner will make sound-symbol correspondences, differentiate between and among written symbols, recognize and infer semantic and grammatical meaning of the printed word in context

1.01 Read a series of statements carefully prepared by the teacher, indicate whether the statement was a question or a command, and then orally respond to the question or execute the command
1.02 Read a paragraph from which some subject pronouns have been left out, then supply the written forms to complete the meanings of the sentences
1.03 Read a mimeographed copy of a selection from the textbook in which key words are missing and then supply each missing word from 3 possible choices to complete the meaning of the whole paragraph
1.04 Read a random series of statements which describe the events of a familiar story, then rearrange them in order and read them aloud
1.05 Read a scrambled series of sentences which form a paragraph, then identify the topic sentence and arrange the remaining sentences in a logical sequence
1.06 Read a short written selection and then paraphrase what was read

2. The learner will read for information in order to respond to factual questions based on printed material in the target language

2.01 Read a set of written directions on how to get from school to a particular location in the city and then trace the route on a map with a pencil
2.02 Read an unfamiliar passage, then respond to questions given prior to reading
2.03 Read a dialog or paragraph and then answer "true" or "false" to 2 or 3 questions of the Who? What? Where? When? type
2.04 Read a letter of invitation to spend a few days with a family in the target country and then write a letter of acceptance or refusal (not applicable in all languages)
2.05 Having read a magazine article or short story, answer questions about basic content

3. The learner will read creatively in order to respond to questions that deal with emotions, feelings, preferences and opinions

3.01 Read each of a series of 3-5 questions which deal with personal preferences and then rank in order orally or in writing the 3 answers written after each question
3.02 View a series of illustrations each of which is accompanied by 3 written statements, then select the statement which best describes the illustration
3.03 Read a simple short story and 2 alternative endings, then state orally whether the original or one of the alternative endings is preferred
3.04 Read a paragraph or story and then select an appropriate title from a given list of titles
3.05 View a series of pictures dealing with feelings and then select from a list of statements the one which best expresses the emotions portrayed in each picture

4. The learner will read critically for fact, fiction, opinion, bias, propaganda, inference, and relevance to modern life

4.01 Read a series of incomplete proverbs and then supply the missing word(s) orally or in writing to complete each proverb
4.02 Read a copy of a familiar selection from which key words have been omitted and then demonstrate ability to infer meaning by selecting from a given list the appropriate word for each blank
4.03 Read a newspaper or magazine ad and then identify that which is fact, fiction, opinion or bias

Level III

1. The learner will make sound-symbol correspondences, differentiate between and among written symbols, recognize and infer semantic and grammatical meaning of the printed word in context

1.01 Study a scrambled complex sentence and rearrange it to restore its meaning
1.02 Read a scrambled paragraph and then put it back together in the logical order of sentences
1.03 Study a scrambled series of sentences which form a paragraph and identify the topic sentence, then write a sentence to paraphrase the main idea of the paragraph
1.04 Study a short scrambled poem, fable, song or other literary selection, then restore its original form
1.05 Read a series of conversations in which replies have been scrambled, reassemble the utterances and identify each conversation

2. The learner will read for information in order to respond to factual questions based on printed material in the target language

2.01 Read a letter of invitation to spend a few days with a family in the target country, then write a letter of acceptance or refusal in the target language (not applicable to all languages)
2.02 Read a literary selection in the target language and then discuss whether the main theme expressed was love, hate, despair or any combination of feelings
2.03 Read a literary selection and then analyze the work as to character, plot, setting and theme
2.04 Read newspaper or magazine selections and then answer factual questions on this type of reading material

3. The learner will read creatively in order to respond to questions that deal with emotions, feelings, preferences and opinions

3.01 Read a short selection and then identify orally or in writing in the target language as many emotions or feelings as possible which were experienced by one character in the passage
3.02 Read a short story and two alternate endings for the same story and then state orally in the target language whether the original or one of the alternative endings was preferred
3.03 Read a short literary selection with the ending omitted, then state orally or write an ending for the selection
3.04 Read a short selection and identify the emotions and feelings experienced by one character, then state how he/she would have acted in the same situation

4. The learner will read critically for fact, fiction, opinion, bias, propaganda, inference and relevance to modern life	4.01 Read a fable from which the moral lesson has been omitted and then express in his/her own words what the lesson should be 4.02 Read a poem, song or literary selection and then state the author's prejudice and bias in what he wrote 4.03 Read a newspaper article (e.g., .on increasing food cost), then indicate whether bias and opinion entered into the account 4.04 Read a short passage and then express opinion as to whether the passage could have been extracted from a novel, a fable or a newspaper article 4.05 Read a current newspaper or magazine article from the target country about an event of international importance and then state whether the target culture writer expressed facts or a biased opinion 4.06 Read a biblical or historical passage, a song, or a poem which is well known in his/her own language, then discuss differences/similarities between his/her culture and the culture depicted in the reading selection
Level IV	
1. The learner will make sound-symbol correspondences, differentiate between and among written symbols, recognize and infer semantic and grammatical meaning of the printed word in context	1.01 Read a fable and then compose a written comparative description of 2 characters in the story 1.02 Read a passage with unfamiliar vocabulary words, then give the meanings of certain words from context 1.03 Read a familiar literary passage with certain vocabulary words and/or phrases omitted and then supply the missing words/phrases 1.04 Demonstrate reading rate by crossing out each nonsense word appearing randomly in a long passage; reading speed is assessed by counting the number of crossed-out words (timed exercise)
2. The learner will read for information in order to respond to factual questions based on printed material in the target language	2.01 Read a play from the target country and respond orally or in writing to questions relating to (1) identification and description of characters; (2) sequencing of major events; (3) who were the protagonist/antagonist; and (4) what was the outcome 2.02 After having read the play in 2.01 respond orally or in writing to questions such as (1) In which act of the play is the climax? (2) What kind of play is it? (3) During which literary period was the play written? (4) What are the plot and setting of the play? 2.03 Read an article from a magazine and/or newspaper from the target country and prepare a written list of factual questions, then orally read those questions to classmates who in turn will answer them in the target language 2.04 Read a copy of a "two-minute" mystery in the target language and then solve the mystery (Note: Quick mysteries are readily available in English paperbacks and are easily translated into the target language) 2.05 Read a classmate's set of very complicated directions for arriving at a certain destination, and draw a map to correspond to the directions
3. The learner will read creatively in order to respond to questions that deal with emotions, feelings, preferences and opinions	3.01 Read a poem and then describe in the target language orally or in writing what feelings or emotions were evoked by the sounds, rhythm, images and words of the poem 3.02 Discuss orally in the target language his/her opinion of the theme in the poem in 3.01 3.03 Read a poem and a fable for comparison and then discuss in writing in the target language which literary form lends itself better to expressing and evoking feelings and emotions 3.04 Read a short story or drama and then express feelings about the situation of the people involved in the reading material 3.05 Read a passage which has been prepared by the teacher and which expresses an extremist idea, then express orally or in writing his/her reaction to the idea
4. The learner will read critically for fact, fiction, opinion, bias, propaganda, inference and relevance to modern life	4.01 Read a historical novel based on a particular time and place in the target country and then discuss informally in a small group what was fiction, fact, bias 4.02 Express in writing what he/she has determined to be of historical, political, social and economic significance to modern day society in the novel in 4.01 4.03 Read a copy of written instructions on "How to. . ." (e.g. construct a doll house, operate a piece of equipment, perform a test, fill forms), then carry out the instructions and discuss the relevance of this activity to modern life 4.04 Read a newspaper or magazine article; analyze the article in terms of fact, fiction, opinion, bias, propaganda and relevance; then make a synthesis of the article by speaking to the relevance of some or all of its content to modern life

WRITING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Level I	
1. The learner will reproduce written symbols and indicate understanding by recalling and generating words, expressions, sentences and grammatical forms in familiar contexts with appropriate spelling and punctuation	1.01 Rewrite by syllables each of a series of words in the target language 1.02 Read each of a series of vocabulary words, then copy each word with correct diacritical markings 1.03 After having learned a four-line dialog orally, rewrite the same situation in his/her own words either in dialog or paragraph form 1.04 Listen to each of a number of words and then fill in the blanks that correspond to a specific number of letters missing from each word 1.05 Read a copy of a selection in which certain words and punctuation marks have been omitted, then fill in each blank with the appropriate word or punctuation mark as the teacher dictates the passage 1.06 Study sentence building word cards, then arrange them to form sentences in normal word order 1.07 Study a list of dehydrated sentences and then generate complete statements with appropriate spelling, punctuation and grammatical forms 1.08 Rewrite a sentence with a new specified subject and make all other necessary changes 1.09 Rewrite a sentence, then change the verb form and make all necessary changes
2. The learner will respond in writing in the target language to factual questions based on familiar contexts, including oral, visual and printed material in the classroom and related personal life experience	2.01 Read the written version of a familiar dialog, then respond in writing to the questions "Who are the characters?" and "Where are they?" 2.02 Master the vocabulary, sentence structures and grammatical forms in dialog 2.01 and then demonstrate ability to recombine these elements by orally stating where he/she was last evening, what he/she did, and who was with him/her 2.03 Observe a picture from a magazine, then write answers to factual questions such as "Who is in the picture? How many boys and/or girls are there?" 2.04 Read a short selection and then write the answer to factual questions relating to the selection
3. The learner will respond in writing in the target language to questions based on familiar contexts dealing with ideas, feelings and preferences	3.01 Having been asked a question as to his/her prefered automobile, T.V. program, sport, food or actor/actress, respond in writing by saying "My favorite _____ is _____" 3.02 Supply in writing an appropriate caption to an uncaptioned cartoon or baby photograph 3.03 Select and record a word or words from a designated list to describe each of a series of paintings, pictures or photographs which realistically depict a number of emotions 3.04 Study the paintings, pictures or photographs in 3.03 and silently select those which most accurately describe how he/she feels at present, then write a sentence describing that feeling
4. The learner will express in writing in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments and inferences; and indicate the relevance of oral, written and visual communications	4.01 Read a fairy tale in the target language and then state in one or two written sentences the main plot of the story 4.02 Discuss orally the characters, events and outcome of the account in 4.01 and then state in writing whether the account was fact or fiction 4.03 Given a particular noun, such as "house," write facts and opinions relating to the noun. (It may be necessary to use some guided questions) 4.04 Interview another member of the class and then write a description of this member based on this interview
Level II	
1. The learner will reproduce written symbols and indicate understanding by recalling and generating words, expressions, sentences and grammatical forms in familiar contexts with appropriate spelling and punctuation	1.01 Study a list of sentences and fragments, then identify the sentences and rewrite the fragments to form sentences 1.02 Read a mimeographed copy of 3-5 written questions and then respond in writing to each in sequence so as to form a paragraph made up of complete sentences with correct spelling and punctuation 1.03 Master orally the words, expressions and grammatical forms contained in a familiar dialog and then recall and produce each line when given its pictorial equivalent 1.04 Use appropriate grammatical forms, spelling and punctuation to modify a sentence according to oral or written instructions

	1.05 Read or listen to a question and then produce a written rejoinder which answers the question correctly (This could be done as a multiple choice exercise) 1.06 Use appropriate grammatical forms, spelling and punctuation to write a passage dictated from *familiar* material 1.07 Use appropriate forms, spelling and punctuation to write a passage dictated from *unfamiliar* material
2. The learner will respond in writing in the target language to factual questions based on familiar contexts, including oral, visual and printed material in the classroom and related personal life experience	2.01 After being asked factual questions relating to personal life experiences, write responses to the questions 2.02 Listen to a short story, then rearrange a series of ideograms depicting each of the major events of the story and write a complete statement to describe each event 2.03 Discuss the finished product in 2.02 and write complete answers to a series of written questions asking the learner to recount all that he/she did before coming to school that morning 2.04 Watch a favorite T.V. program as assigned and prepare written answers to questions of the *who, what, where* type in order to be able to participate in a small group discussion the following day 2.05 Discuss the principles of letter writing and then write a letter to a friend to inform him/her of the T.V. program seen and discussed in 2.04 2.06 Listen to or read a short story, then write a summary of the major events in sequence using complete sentences
3. The learner will respond in writing in the target language to questions based on familiar contexts dealing with ideas, feelings and preferences	3.01 Write a brief statement to describe the feeling of each of the other members of a small group as they express how they feel and then compare notes 3.02 Express in writing how he/she feels while other group members study him/her and the illustrations in 3.03 (Level I) and write down one statement (simple/complex) to describe the feeling of the learner who then shows the written expression of his/her feelings to the group 3.03 Listen to a song and respond in writing to such questions as "How does the melody make you feel?" and "Do the lyrics make you feel the same as does the melody?" 3.04 Read a fable and then discuss in writing how one of the characters felt at the end of the fable 3.05 View a scene or object and then describe it in writing, expressing personal feelings and preferences
4. The learner will express in writing in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments and inferences; and indicate the relevance of oral, written and visual communications	4.01 Listen to and discuss the main characteristics of a fable, then read a mimeographed copy of an unfamiliar fable from which the moral lesson has been omitted and write a moral message based on the reading 4.02 Read an advertisement or dramatize a T.V. commercial and then present a written judgment of what is fact, fiction, opinion or assumption 4.03 Read a familiar selection from which key words have been omitted and then demonstrate ability to infer meaning by choosing and recording an appropriate word from a designated list
Level III	
1. The learner will reproduce written symbols and indicate understanding by recalling and generating words, expressions, sentences and grammatical forms in familiar contexts with appropriate spelling and punctuation	1.01 Listen to a passage dictated at normal speed from a text appropriate to the level and write all that is heard 1.02 Expand into a complete sentence each of several incomplete sentences extracted from a newspaper feature on human interest 1.03 Transpose a passage written in one tense in the target language into another tense 1.04 Review the different tenses and then write a composition pertaining to a past, present or future life situation
2. The learner will respond in writing in the target language to factual questions based on familiar contexts, including oral, visual and printed material in the classroom and related personal life experience	2.01 Watch a specific T.V. program and then formulate written questions in preparation for participation in a small group discussion 2.02 Review the principles for writing business letters and then write a letter requesting an article advertised in a magazine from the target country 2.03 Read a literary selection, then write a synopsis of the selection in the target language 2.04 Review the conditional and then write a short composition about a wishful situation

3. The learner will respond in writing in the target language to questions based on familiar contexts dealing with ideas, feelings and preferences	3.01 Read a literary selection and then write a short composition analyzing the feelings of the main character at a particular moment of suspense in the story 3.02 Read and study a particular type of poetry and then express feelings by writing a poem in this type (e.g. Cinquain Poetry) 3.03 Read a fable or any other literary selection and then discuss in writing how one of the characters felt at the end 3.04 Design a particular holiday greeting card and write original verses in the target language 3.05 Recall some literary or historical characters and then write a conversation, dialog or skit which could have featured those characters
4. The learner will express in writing in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments and inferences; and indicate the relevance of oral, written and visual communications	4.01 View an object (painting, statue, etc.), then discuss in writing one of the following concepts: serenity, motion, harmony, permanence 4.02 Read a literary selection and then write what its moral lesson is and predict what his/her own reaction would be in the same situation and why 4.03 Read a commercial or newspaper article, then state in writing whether each item was fact, fiction or opinion and why 4.04 Read a foreign culture newspaper and then participate in the writing of a student newspaper, selecting an area of participation (editorial, gossip column, news reporting, etc.)

Level IV

1. The learner will reproduce written symbols and indicate understanding by recalling and generating words, expressions, sentences and grammatical forms in familiar contexts with appropriate spelling and punctuation	1.01 Review the appropriate vocabulary, sentence structure, grammatical forms, spelling and punctuation and then write a one-page composition on a topic of personal interest 1.02 Study the returned composition in 1.01 and then rewrite it taking care to correct two major mistakes which consistently appeared in the first draft 1.03 Learn the words, expressions and grammatical forms pertaining to daily life situations and then write a skit about a personally chosen situation 1.04 Master the necessary vocabulary, then according to ability or inclination write an original song, poem, fable or short story
2. The learner will respond in writing in the target language to factual questions based on familiar contexts, including oral, visual and printed material in the classroom and related personal life experiences	2.01 Listen to a short radio broadcast and take notes in preparation for comparing factual information received with that of one or two classmates 2.02 Listen to and view five frames of a filmstrip, then answer in writing to questions concerning the factual information therein 2.03 Listen to reports or view cultural skits prepared by class members and take notes to be evaluated in terms of accuracy in gathering information
3. The learner will respond in writing in the target language to questions based on familiar contexts dealing with ideas, feelings and preferences	3.01 See a modern movie film and then choose a character from the film and compare and contrast with a character from a familiar fable in terms of how both characters felt at the end of their respective stories (e.g. from Masterpiece Theater) 3.02 After having compared and contrasted two characters from the film and fable in 3.01, explain in writing what might have been done differently in one of the situations 3.03 Give the reason in writing for agreeing or disagreeing with a proposition presented for debate 3.04 Study a foreign catalog and write an annotated shopping list of items desired and reasons for wishing to purchase them (foreign catalogs may be obtained from cultural embassies in Washington, D.C., pen pals in the target countries or Department of Public Instruction) 3.05 Discuss pen pals and then write a letter in the target language to a student in a country where the language is spoken describing himself/herself, his/her community, and also his/her ideas, feelings and preferences about various topics. (This idea could be a group correspondence with a class in the foreign country and could be a regular classroom activity. Students could also exchange materials, i.e., records, tapes, magazines, photos, postcards, candy, etc.) (not applicable to all languages)
4. The learner will express in writing in the target language what is fact, fiction, opinion, bias, propaganda; make assumptions, judgments and inferences; and indicate the relevance of oral, written and visual communications	4.01 Listen to a piece of propaganda in song and then define in writing what makes this particular piece a propagandist composition 4.02 Read a short essay by an author in the target culture, then discuss in writing and support by quotes one opinion expressed and one assumption made 4.03 View an incident staged in the classroom and then write an account of what was seen and compare with that of each person in a small group; evaluation of this written account will be made in terms of ability to view analytically, i.e., make judgments and draw inferences from observation

4.04 Write a poem, a short story, a proverb or an article to be evaluated and edited for inclusion in a newspaper being developed by the class for eventual printing

CULTURE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Level I	
1. The learner will describe and identify geographical features and their influence upon the history, economic life and life style of the country or countries whose language is being learned	1.01 Using a classroom map, identify the country or countries where the target language is or was spoken; name orally or in writing the countries; describe the boundaries and show evidence of the target language in the United States 1.02 Look at a map and name in the target language the capitals of the foreign country/ies, and then show their location on the map 1.03 Use a map of the world to identify two of the major rivers, mountains and natural features most commonly known by the people of the target language
2. The learner will name and describe the most important national festivities, memorial dates and recreational activities of the country/ies whose language is being learned	2.01 Read two dates representing national festivities of the target country and identify them 2.02 Look at some sport magazines or other available sources provided by the teacher and then give some brief information on the importance of a particular sport of the target country
3. The learner will use language and patterns of behavior which are appropriate to basic daily life situations in the target country	3.01 Demonstrate appropriate greeting-situation language and gestures upon meeting a friend teenager 3.02 Use appropriate language and gestures upon being introduced to a middle-aged person 3.03 Perform with appropriate language and gestures in a situation of leave-taking 3.04 Study and discuss some visuals pertaining to meals in the foreign culture and then demonstrate appropriate table language and behavior 3.05 Given 2 sets of tableware, correctly set the table and determine the type of food to be served in the evening
4. The learner will identify the most outstanding achievements and contributions of the people of the target language to civilization in the fields of the arts, literature, music, architecture, science and politics	4.01 Listen to a traditional or folk song from the target country and then identify it 4.02 Listen to a mixed series of traditional folk and contemporary songs and then identify each as to category and sing/recite it individually or as a group 4.03 Listen to aspects of the target country history and then name famous personages who have influenced American history
5. The learner will demonstrate the ability to locate and organize information in order to arrive at reasonably objective conclusions about aspects of the target culture, i.e., customs, beliefs, behaviors and speech patterns	5.01 Under the direction of the teacher and the cooperation of the librarian, social studies and/or English teacher, read a book in English, or passages of books or novels on minorities of other cultural backgrounds or on extraterrestial societies, and then relate feelings and interpretations of the main characters' behaviors 5.02 Under the direction of the teacher and the help of the school librarian, collect some pictures from magazines, books, cartoons, drawings and/or news fragments in order to make one sound or valid generalization about certain aspects of the target culture on such topics as meals at home, types of transportation, school activities, etc. The learner's judgment will be validated by a knowledgeable person or by a native speaker of the target country 5.03 Listen to or read in English an episode of cross-cultural interaction between a native speaker and an American which may be misinterpreted by the latter, and take into account the information and direction provided by the teacher, then make sensible guesses in explaining the native speaker's behavior 5.04 Choose some books, novels, newspapers or articles to read or skim; look for pieces of appropriate information on cultural patterns of the target country; view drawings, pictures, filmstrips and films from the school library or from community resources; and then present to the class a brief oral or written report on any of the cultural topics dealt with in the class textbook

Level II

1. The learner will describe and identify geographical features and their influence upon the history, economic life and life style of the country or countries whose language is being learned
   - 1.01 Identify and describe geographical features suitable for industry and/or growing crops which have enhanced the economic status of a given region in the target country
   - 1.02 After the teacher has presented some pertinent geographic information and provided the class with appropriate bibliographical materials, research the origins of geographical place names
   - 1.03 Collect data on natural resources of the target country by use of maps, books and reports and then locate natural regions of the country/ies of the target country
2. The learner will name and describe the most important national festivities, memorial dates and recreational activities of the country/ies whose language is being learned
   - 2.01 Identify five or six dates representing national festivities of the target country
   - 2.02 Gather information from human and material resources and then present a brief talk on a professional sport and recreational activity prevalent in the target country/ies
3. The learner will use language and patterns of behavior which are appropriate to basic daily life situations in the target country
   - 3.01 Give brief information on basic facts about the monetary and measurement system of the target country once the teacher has provided the necessary information on sources for finding such data
   - 3.02 Study some of the target culture's patterns of behavior from daily life situations and then dramatize a specific situation which may seem contradictory to the American point of view
4. The learner will identify the most outstanding achievements and contributions of the people of the target language to civilization in the fields of the arts, literature, music, architecture, science and politics
   - 4.01 Look at some of the most universally known paintings from the target culture and then identify them
   - 4.02 Study a series of pictures of well-known architectural structures from the target country and name them
   - 4.03 Expand knowledge of the contribution of famous persons from the target culture and form judgments of how each person's contribution influenced the development of his/her own culture
   - 4.04 Listen to and identify songs from a mixture of traditional, regional and folk songs and then write and recite individually or with a group approximately five songs and give the major distinguishing traits
5. The learner will demonstrate the ability to locate and organize information in order to arrive at reasonably objective conclusions about aspects of the target culture, i.e., customs, beliefs, behaviors and speech patterns
   - 5.01 Given a list of books written by reliable and well-known authors, read carefully those sections which pertain to a specified topic; extract some of the main characters' ways of behaving which may differ from or ressemble American ways; and then describe some of the salient cultural features of that particular region or country
   - 5.02 View pictures, filmstrips and/or films about a number of patterns of daily behavior and then respond correctly to nine out of ten corresponding statements made by the teacher regarding these patterns of daily behavior
   - 5.03 Using pictures, drawings or any other visual aid, describe common situations in which native speakers would normally interact and then predict a probable pattern of behavior on the part of the native speaker
   - 5.04 After having predicted patterns of behavior in the situation described in the above indicator (5.03), imitate such behaviors and tell or write the appropriate language that accompanies them

Level III

1. The learner will describe and identify geographical features and their influence upon the history, economic life and life style of the country or countries whose language is being learned
   - 1.01 Review the information concerning national festivities, memorial dates and recreational activities of the target country, then name and describe in the target language a given number of those activities
   - 1.02 Read articles in the native language from various sources of the target country/ies and from reliable world organization sources, magazines, reports, etc., then give an oral or written report on the agriculture and industry of the target country
2. The learner will name and describe the most important national festivities, memorial dates and recreational activities of the country/ies whose language is being learned
   - 2.01 Demonstrate ability to combine knowledge of language and culture by participating in projects, club activities, games and foreign sports that are representative of the foreign culture
   - 2.02 Research and demonstrate knowledge of the target culture's influence on some aspect of American heritage and contemporary life

3. The learner will use language and patterns of behavior which are appropriate to basic daily life situations in the target country	3.01 After having seen the teacher perform and/or given some pertinent information on some behavioral patterns common to the target culture, give opinions as to the nature of such behavioral patterns 3.02 After the teacher has used all instructional means available to present some cultural aspects of the foreign country and its people, indicate awareness of different life styles and the relationship between verbal and non-verbal language and then compare objectively the American culture to that of the target culture 3.03 Participate in mini-dramas to demonstrate working knowledge of the monetary and measurement systems of the target culture
4. The learner will identify the most outstanding achievements and contributions of the people of the target language to civilization in the fields of the arts, literature, music, architecture, science and politics	4.01 Study some works of art from the target culture and then identify them by name, artist, school and period, and state appreciation of them 4.02 Read excerpts from great works of literature and get acquainted with their authors, then show understanding of the purpose of the writings 4.03 Demonstrate a familiarity with great composers and their works, as well as with the popular and folk tunes of the target culture and identify their contribution to American music 4.04 Prove awareness of past and present scientific achievement in the target culture, using other academic courses as basis (e.g., Lavoisier and Chemistry) 4.05 Listen to T.V. and radio broadcasts and read current newspapers and magazines in the target language and/or in English and then show knowledge about some of the current political and economic issues of the target country
5. The learner will demonstrate the ability to locate and organize information in order to arrive at reasonably objective conclusions about aspects of the target culture, i.e., customs, beliefs, behaviors and speech patterns	5.01 Respond to 10 statements in the target language concerning a foreign culture's ways of life, indicating which statements are true or false, and then state briefly what evidence supports each answer 5.02 Locate a person in the community who has traveled to the target country or who is a native speaker of the target language and who would know of the target country's latest developments; seek information relevant to regional differences in customs, dialects, music, dances and foods among people of the same language and then make an oral or written report to the class on the findings 5.03 Collect information about passports and visa documents, expenses transportation, hotels and major places of interest from embassies or consulates of the target country, the U.S. Department of State, Airlines, native speakers and/or reliable persons who have recently traveled through the target country/ies and then conduct a brief but accurate orientation session on "things to do and know in planning a trip abroad" 5.04 Demonstrate acceptance of behaviors which are foreign but appropriate to the target culture by voluntarily participating in situations that are characteristic of the target culture. Participation is evaluated according to appropriateness of verbal and non-verbal behaviors 5.05 Collect pertinent information from government offices, private enterprises, news media, teachers and people in the community who have recently traveled through the target country/ies and plan an imaginary trip; use that information to narrate to the class in the target language such a trip by using maps, pictures, slides, filmstrips or any other visuals and then distribute a pamphlet with descriptions of basic customs and behaviors expected of visitors in the target country and a few common expressions to be used to facilitate communication (not applicable to all languages)

Level IV

1. The learner will describe and identify geographical features and their influence upon the history, economic life and life style of the country or countries whose language is being learned	1.01 Read selected literary passages and then tell how geography has changed the life style of the people as related to those passages 1.02 Write a letter in the target language to the Chambers of Commerce of the capital cities in countries where the target language is/was spoken to ask for geographical materials that can be used in the classroom (Not applicable to all languages) 1.03 Research the origins of geographical place names and their influences upon the history of the target country 1.04 Study the economic life in the target country/ies and then identify the influence of geography on the life styles and the economy of the target country/ies

2. The learner will name and describe the most important national festivities, memorial dates and recreational activities of the country/ies whose language is being learned	2.01 Name and describe in the target language the most important national festivities and memorial dates of the country/ies whose target language is being learned 2.02 Name and describe in the target language the recreational activities of the country/ies whose language is being learned
3. The learner will use language and patterns of behavior which are appropriate to basic daily life situations in the target language	3.01 Draw from familiar literary passages which contain basic daily life situations, then play the roles of the characters in the passages and use the target language and patterns of behavior which are appropriate to these situations 3.02 Concentrate on being a native of the target country/ies and then write in the target language and present along with classmates short dramas demonstrating the life styles of the target country/ies
4. The learner will identify the most outstanding achievements and contributions of the people of the target language to civilization in the fields of the arts, literature, music, architecture, science and politics	4.01 Make a film about a topic studied, such as a literary work or a historical character or incident, with live narration to provide for differences in classes and with musical accompaniment to set the appropriate tone (can be used on Level III) 4.02 Select one movement in cultural history, e.g., Baroque, Classical or Romantic, and then prepare a presentation in the target language comparing the evidences of this movement in art, architecture, literature and music 4.03 Use puppets and/or marionettes and assume the role of specific scientist or politician from the target country/ies, and describe in the target language when, where, why and how he/she developed a certain scientific or political theory that led to his/her achievement
5. The learner will demonstrate the ability to locate and organize information in order to arrive at reasonably objective conclusions about aspects of the target culture, i.e., customs, beliefs, behaviors and speech patterns	5.01 Read or view books, novels, newspapers, pictures, filmstrips, films and/or other visuals about certain aspects of the target culture for background information; interview a native speaker or a person knowledgeable about the target country; and ask in the target language (if possible) questions pertaining to topics appropriate to better understanding the culture of the target country such as secondary students' life at home, in the school and in the community, relationships between parents and children (family life), or activities of teenagers after school (Not applicable to all languages) 5.02 For the student of high motivation, the teacher will provide information about extracurricular activities which will serve to increase and refine the learner's linguistic competence and cultural insight 5.03 In order to demonstrate acquired communicative competency and cultural knowledge, take advantage of opportunities to enroll in advanced courses in the target language/culture and/or travel to the target country

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Mathematics

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Mathematics

Cultural changes occurring in our time have significant implications for the curriculum as a whole and for mathematics in particular. The technological world in which we live makes it imperative that every citizen have some understanding of mathematical reasoning and that, at every level of proficiency, a much larger group have an understanding of mathematical method. In addition to the traditional uses of mathematics in commerce and the physical sciences, we now have mathematical models in the behavioral sciences, computers of a speed and complexity to challenge the most creative programmer, new problems in decision making, probablistic mathematics in all areas from business to medical research to quantum mechanics, and a vast host of new applications of mathematics, both old and new. The ability to grasp and analyze complex situations is needed by an ever increasing proportion of the population. All children should at least be given the opportunity to learn the mathematics which will make these activities accessible to them.

At the same time some of the traditional uses of mathematics are still highly important, and we need a vast number of citizens proficient in the applications of mathematics to everyday activity in the home, business, industry, and government. We need a mathematics program which will contribute to more efficient learning of these specialized skills and which will, at the same time, make easier the learning of new skills which the future promises to require.

The mathematics program proposed here is by necessity broader and more inclusive than in the past. As the demands of society for mathematical competence increase, the mathematics program has to keep pace by doing more than developing the basic skills and techniques, although the broader goals of mathematics will include these skills and techniques. It must develop more than vocabulary, facts, and principles; more than the ability to analyze a problem situation; more than an understanding of the logical structure of mathematics. The mathematics program must also provide students with the knowledge which will enable them to distinguish fact from opinion, relevant from irrelevant data, and experimental results from proven theorems. This program has to stimulate curiosity so that students will enjoy exploring new ideas and creating mathematics which is new for them even though it has been discovered by others. It must develop the reading skills, motivations, and study habits essential for independent learning of mathematics. In short, the mathematics program must produce students who know how to learn mathematics, enjoy learning mathematics, and are motivated to continue their learning.

The mathematics curriculum which has the flexibility to be used by various ability levels is envisioned. The mathematics concepts which students study are important to the machinist as well as to the stargazer. Each unit in the mathematical presentation must contribute to the child's understanding and insight. It is to be expected, however, that different pupils will attain different levels of understanding and skill. The curriculum should provide materials and experiences which take into account these different levels.

MATHEMATICS IN GRADES K-6

From the teaching standpoint, our overall objectives are: 1) To help students learn to think rationally rather than merely to memorize facts and formulas; 2) To help students feel comfortable and self-reliant with the mathematics in their everyday lives; and 3) To help students establish a foundation which will support later, more sophisticated skills in mathematics.

The following delineation of concepts and abilities is neither minimum nor maximum. No attempt has been made to include all of the ideas, topics, and experiences which a complete program of mathematics provides for all learners at each grade level. Needless to say, some students will not be able to perform all of the tasks listed at a given grade level. Differences in the quality of performance are normal.

While we feel that the learning tasks identified here are essential ones, we recognize the inability of anyone to predetermine *when* given concepts or skills will be mastered. We know that some students may master them earlier or later than at the time specified here. WHEN it is not as important as that THEY DO.

We believe that the ultimate objective in teaching mathematics is to help students learn to think rather than merely to memorize. Many studies about students' thinking and learning have been used to help us define some reasonable expectations in mathematics. There is a great deal of evidence which suggests that many of the "basic concepts" essential to success in mathematics do begin early but develop quite slowly in children. We believe that if we nurture beginning concepts with appropriate materials and techniques commensurate with the growth of the individual, and strive for *mastery at each level*, success with mathematics will follow.

We have examined the general developmental characteristics of youngsters at various ages. Then, we have tried to identify those concepts and abilities which seem to be basic to success in mathematics. Finally, we have attempted to put these two together harmoniously. The effort has been directed to compatibility between the learner's maturity level and the learning task.

Teachers of each grade should examine the performance indicators for the previous and next higher grade. By doing so they can see how their segment fits into the total mathematics program for children. It is impossible to order the competency goals and performance indicators so that they are compatible with every teacher's plans or every student's maturation rate. That responsibility must be left to individual teachers. We have organized the material under these broad topics: 1) geometry, 2) measurement, 3) number and numeration, and 4) computation. This *does not* imply that concepts must be developed in *this order*. It is obvious that learning may take place in several categories at the same time.

Teachers have asked about what is required for *mastery* at each grade level. Who knows? *Mastery* has to be defined in terms of individuals. Most students can "master" all of the objectives to some degree. For one student "mastery" may mean immediate recall of some number fact; for another in the *same grade* it might mean using other known facts or manipulative materials to arrive at the same fact. Yet each is performing according to his/her maturity level and kinds of previous experiences with the concept. There is no specific time at which a student will have reached some magical "mastery" level, but by the end of the designated grade, "each in his own way" should be able to perform the tasks delineated for that grade level.

The performance indicators are not geared to any *specific textbook* or *test*. They simply indicate to the teacher that a student can handle these tasks in developing some understanding and skills which are essential to success in mathematics.

MATHEMATICS FOR KINDERGARTEN

Many kindergarten children may *appear* to have developed a considerable amount of math knowledge and skill depending on their background. However, teachers should be aware of the difference between "verbalization of math concepts and performances which demonstrate the stability of these concepts."[1]

Opportunities for developing mathematical ideas exist in practically every aspect of a good kindergarten program. Music and art, physical activities, story-telling, dramatization, play with blocks, imitation and real housekeeping chores, exploring and experimenting — all of these provide experiences with concrete materials in real life situations which is the natural setting for learning at this stage. PENCIL AND PAPER (WORKSHEET) MATH IS NOT NECESSARY IN A GOOD KINDERGARTEN PROGRAM. There is rarely anything to be gained by having five-year-olds work with symbolic representations. It may in fact create problems which surface later. All of the learning tasks indicated for kindergarten should be developed informally and verbally within the areas suggested above.

It is impossible to order the objectives and indicators so that they are compatible with every teacher's plans or every child's maturation rate. That responsibility must be left to individual teachers. "Observation of learners is a much better guide to what should be taught when' than the placement of a concept in a book labeled for a given grade level."[2]

For organizational purposes the indicators for kindergarten have been categorized under goals dealing with 1) vocabulary, 2) spacial relationships, 3) classification, 4) ordering, 5) one-to-one matching, 6) number. This organization *does not* imply that *concepts are developed in the order used here.*

Given opportunities to learn from interaction with people and objects in the immediate environment, most learners will be able to do the following by the end of the kindergarten year.

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[1]*Elementary School Mathematics — A Guide to Current Research* — 4th Edition, by Leroy G. Callahan, Vincent J. Glennon, ASCD Washington, D.C. 1975.

[2]*Teaching Mathematics to Children* — 2nd Edition, by Esther J. Swenson, New York: The MacMillan Company, 1973.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Kindergarten	
1. The learner will respond to and use the vocabulary of mathematics in a manner commensurate with her/his mental maturity	1.01 Use physical activities and manipulation of tangible objects to demonstrate understanding of such words as same, more, less, enough, alike, different, none; before, after, between, inside, outside, over, under; up, down, around, next, last, near, far; join, separate, match, smaller, larger, heavier, lighter; longer, shorter, thick, thin, line, circle, shape (this is a sample, not an exhaustive list) 1.02 Use above words in response to appropriate questions
2. The learner will indicate development of the ability to deal with spatial relationships in a manner commensurate with his/her mental maturity	2.01 Use body motions to indicate a "little space," a "big space" 2.02 Use a finger in the sand, or a piece of string to indicate a path from one item to another (such as from the pool — to the tennis court — to the house) 2.03 Place objects as directed: "nearer the window," "far from the aquarium," "between the plants and the sink"
3. The learner will classify items according to a selected characteristic	3.01 Select from a group of various shapes all those having the same *shape* as that of a specified model 3.02 Select from a group of various colored objects all those having the same *color* as that of a specified object 3.03 Compare items in a collection and sort them into two categories, "short" or "long" 3.04 Compare and sort small collections of items according to various attributes, such as, "long-short," "heavy-light"
4. The learner will demonstrate ability to deal with order in a set of items in a manner commensurate with his/her mental maturity	4.01 Duplicate the order of a given set of no more than 3 items 4.02 Order a set (no more than 4) of items from smallest to largest 4.03 Arrange the same set (as in 4.02) in reverse order (from largest to smallest) 4.04 Identify items which are "first, last, between" in a specified set 4.05 Use the terms "first, next, between, last" to identify objects which have been arranged in some order
5. The learner will solve problems by one-to-one matching in a manner commensurate with her/his mental maturity	5.01 Match items in two groups in one-to-one correspondence, e.g., long blocks to short blocks (limit 5 in each group) 5.02 Use one-to-one matching to answer questions such as, "Are there *enough* straws for each carton of milk?," "Are there as many boys as girls in the group?" (limit to 10) 5.03 Match equivalent sets of items containing up to 5 items in each set (Example: "Can you find a set of hats which will be just enough for the set of cowboys?") 5.04 Answer questions dealing with comparisons — "Are there more children in the *walk* line or more in the *bus* line?" "Which is longer, the blue string or the white string?"
6. The learner will deal with number in a manner commensurate with his/her mental maturity	6.01 Count by rote to 10 6.02 Count objects to answer the question, "How many?" 6.03 Respond to ordinal use of number by identifying the first, second, and third in a series 6.04 Count with an adult in activities such as jumping rope, bouncing a ball, giving out materials on a one-to-one basis, taking up tickets
Grade 1	
1. The learner will demonstrate development of some intuitive geometric concepts	1.01 Use pieces of yarn to outline the shape of various items, e.g., a table, a book, bodies of classmates in different positions (on the floor) 1.02 Describe characteristics of the shapes outlined, e.g., has 3 lines and 3 corners; has no corners; has 4 sides 1.03 Identify objects in the immediate environment which have the same shape as the string models 1.04 Duplicate string models with drawings

2. The learner will show evidence of understanding and ability in dealing with measurement in ways that are compatible with his/her mental maturity

2.01 Use direct comparison to determine which of 2 objects is *longer* or *shorter;* which of 2 objects is *heavier* or *lighter;* which of 3 objects is *longest*
2.02 Order a set of objects (up to 5) according to length
2.03 Use a balance scale to confirm that one object is heavier than another
2.04 Use appropriate language to describe comparisons of length, width, height, weight, e.g., "The blue book is wider than the red one." The clay is heavier than the paper"
2.05 Demonstrate how to measure length by using appropriate non-standard units, of the same kind, placed end to end, e.g., a row of clothespins from one end of a table to another will be read, "The table is 14 clothespins long"
2.06 Use parts of the body to estimate length or distance, e.g., "about 3 fingers wide," "about 20 steps down the hall"
2.07 Use the calendar to identify "today" when the date is provided
2.08 Use the calendar to determine how many days until some specified day, e.g., "This is today (indicate on calendar). Terry's birthday is the 27th. How many days until Terry's birthday?"
2.09 Identify events that happen "before lunch;" those which happen "after lunch;" what happens "next"
2.10 Identify pennies, nickels, dimes, quarters and the value in cents of each
2.11 Select coins to pay for any items that costs 5¢, 10¢, 15¢, 20¢
2.12 Compare the mercury levels on two thermometers and identify the ones which indicates the warmer temperature (thermometers should be alike)
2.13 Interpret picture graphs showing comparisons. Example: Use picture graph showing children's favorite pets to determine whether more children in the class prefer dogs or horses; which pet most children prefer, etc.

3. The learner will demonstrate ability to use number and numeration in a manner compatible with his/her mental maturity

3.01 Give the cardinal number for any group (set) with up to 6 members without having to count, e.g., ⁘ , ⁞
3.02 Use the cardinal form of number and one-to-one correspondence to determine how many in a group with up to 10 members (rational counting)
3.03 Respond to and use the ordinal form of numbers to identify the position of objects in a series (up to 6), e.g., touch the second block. . . what color is the fourth flower in this row?
3.04 Match a set of objects with the corresponding numeral, 1-9
3.05 Identify zero (0) as the numeral meaning "none"
3.06 Match numerals 1-10 with their printed names
3.07 Do rote counting (naming numerals in sequence) in any decade beyond 10, e.g., 11 to 20; 31 to 40; 41 to 50, etc.
3.08 Name the number just "before" and the number next "after" a given number in any known counting sequence
3.09 Arrange a given set of numerals from smallest to largest
3.10 Compare any two numbers between 10 and 50 and identify the larger or the smaller of the two
3.11 Write numerals when there is a real need to do so
3.12 Demonstrate with concrete objects that increasing or decreasing space between them does not change a given number of objects
3.13 Group objects by tens to explain two-digit numbers
3.14 Demonstrate ability to represent two-digit numbers a) orally, b) with concrete materials, and c) with numerals (written)

4. The learner will demonstrate ability and skill in computation commensurate with his/her mental maturity

4.01 Prove that changing the grouping of a given number of counters does not change the original number. Example: 6 buttons may be ⁘ and ⁚ ; change them to ⁙ and • ; or ⁞ and ⁞ , and the total is still 6.
4.02 Use manipulative materials to demonstrate all of the (whole number) combinations which produce sums up to 8 or 10
4.03 Use manipulative materials to demonstrate that reversing the order of addends does not change the sum
4.04 Read the mathematical notation for addition facts in both horizontal and vertical form
4.05 Respond correctly to addition facts with sums to 8 or 10 without counting
4.06 Identify information necessary to solve a problem using addition. Example: Kim had some money. Her father gave her some more. How much did she have in all? What do you have to know before you can answer that question?
4.07 Use addition facts to solve realistic problems
4.08 Use concrete materials to show the subtraction facts related to known addition facts, e.g., 5 + 2 = 7; 7 - 5 = 2; 7 - 2 = 5
4.09 Recognize a subtraction fact recorded in horizontal or vertical form
4.10 Use known subtraction facts to solve realistic problems

Grade 2

1. The learner will demonstrate ability to deal with number and numeration in a way that is commensurate with her/his mental maturity

1.01 Count
a. orally between any two designated points between 1 and 200
b. by 2's, 5's and 10's
1.02 Match numerals up to 20 with their printed names. Example: 14 - fourteen
1.03 Arrange numeral cards in any sequence between 100 and 200 in ascending or descending order
1.04 Compare any two numbers (verbally) between 1 and 200. Example: 19 is less than 21; 129 is more than 119
1.05 Use ordinal form of numbers to 10th
1.06 Identify, read and record any number from 1 to 200
1.07 Use appropriate manipulative materials (items that can be grouped by tens) to demonstrate understanding of two- and three-digit numbers
1.08 Demonstrate ability to represent three-digit numbers a) orally, b) with manipulative materials, and c) with numerals (written)
1.09 Use paper folding and other operations with concrete materials to show the meaning of ½ and ¼

2. The learner will demonstrate ability to deal with computation in a manner commensurate with her/his mental maturity

2.01 Use manipulative materials to demonstrate all of the (whole number) combinations which produce sums up to 10 or 12
2.02 Use manipulative materials to show the subtraction facts related to any known addition facts ($6 + 2 = 8$; $8 - 2 = 6$; $8 - 6 = 2$)
2.03 Explain and demonstrate the meaning of zero in such number sentences as $4 + 0 = 4$ and $4 - 0 = 4$
2.04 Use concrete materials to prove reversibility (checking subtraction by addition)
Example: Use 7 pennies to show $7 - 4 = 3$; $3 + 4 = 7$
2.05 Record and read the mathematical notation (horizontal and vertical form) for any known addition and subtraction facts
2.06 Respond to and use addition facts with sums to 10 or 12 without counting
2.07 Respond to and use subtraction facts with minuends up to 10 or 12 without counting
2.08 Add and subtract two-digit numbers requiring no regrouping
2.09 Use dramatization, pictures and drawings to demonstrate addition or subtraction situations
2.10 Record a mathematical model for a verbal description of an addition or subtraction situation, e.g., Judy counted 8 yellow M and M's in one hand, and 4 brown M and M's in the other hand. How many M and M's did she have?
$8 + 4 = 12$
2.11 Use real objects to solve meaningful problems for which the mathematical solution is not known. Example: Given a set of 12 toy clowns, a learner can determine how many teams of 4 can be arranged as well as how many teams of 3

3. The learner will deal with measurement in a manner commensurate with his/her mental maturity

3.01 Demonstrate understanding of the attributes commonly measured, e.g., height (distance, length), weight, capacity
3.02 Select items in the immediate environment and name things that are estimated to be "taller than," "heavier than," "shorter than," etc. the selected item
3.03 Demonstrate measurement of length by using identical non-standard units (drinking straws, clothespins, etc.) laid end-to-end and counted
3.04 Select materials (non-standard units) and prove that it takes more small units than larger ones to measure the length, width, or circumference of a given item
3.05 Use non-standard units such as blocks, paper clips, drinking straws, etc. to prove that moving an object does not change its length (invariance)
3.06 Make comparisons of heights of children shown on a picture graph. Example: Find the tallest child; the shortest child; two children about the same height
3.07 Identify the meter as a standard unit for measuring length
3.08 Identify properties or situations for which the meter is an appropriate unit of measure
3.09 Use a balance scale and some arbitrary unit with which to compare the weight of various objects. Example: The box of crayons is about as heavy as 3 rocks
3.10 Select and use a trundle wheel, scales, or meter stick to solve problems which are meaningful. Example: Terry thinks the bookcase is longer than the table. Is he right? Show how to prove it

4. The learner will recognize and use some common measuring devices and units dealing with time and money

4.01 Identify "yesterday" and "tomorrow" on the calendar when given the date of "today"
4.02 Identify the half-dollar and the dollar (paper) and give their value in cents
4.03 Select various combinations of coins to pay for items that cost 10¢, 15¢, 20¢
4.04 Read time as shown on a digital clock ("2:15 - two-fifteen")
4.05 Relate daily events to time as "before 9:00 o'clock," or "after 12:00 o'clock"
Example: Arrange daily events such as, come to school; have lunch; go to physical education; go home; — under the appropriate heading "Before 9:00 o'clock" — "After 12:00 o'clock"

5. The learner will demonstrate ability to present and interpret information in a graphic form which is compatible with his/her mental maturity

5.01 Arrange pictorial material in columns or rows and summarize the information thus presented. Example: Pictures of boys and girls arranged in columns or rows to represent brothers and sisters of different children. Summaries tell which families have the most children, who has most brothers, etc.

6. The learner will demonstrate the development of some geometric concepts comparable to his/her mental maturity

6.01 Tell what is the same about a triangle and a rectangle; tell what is different about them
6.02 Identify things in the immediate environment that are shaped like a circle, a rectangle, a triangle
6.03 Use a model to identify a square corner

Grade 3

1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his/her mental maturity

1.01 Read and record numbers with as many as four digits
1.02 Use manipulative or symbolic materials (small cards which can be grouped by tens; numeral cards and place value charts) to explain three- and four-digit numbers
1.03 Compare numbers with up to four digits and record using symbols, =, >,<
1.04 Round numbers to the nearest 10
1.05 Determine whether a number is even or odd
1.06 Use manipulative materials and expanded notation to demonstrate the structure of three-digit numbers. Example: 134 may be shown with one "bundle" of ten tens, three "bundles" of ten, four "ungrouped" ones and recorded thus: 100 + 30 + 4 = 134
1.07 Read and record dollars and cents using decimal notation, e.g., $4.75
1.08 Use concrete materials to show a fractional part of a whole
1.09 Comapre unit fractions, using concrete materials, e.g., by folding circles or rectangles one can show ½ > ¼; ⅛ < ¼
1.10 Identify what fractional part of a pictured figure is shaded
1.11 Read and record fractional numbers

2. The learner will demonstrate ability and skill in computation commensurate with his/her mental maturity

2.01 Use manipulative materials to demonstrate all of the basic addition facts (whole numbers) with sums through 18
2.02 Demonstrate command of basic addition facts
2.03 Identify subtraction facts related to known addition facts
2.04 Explain "regrouping" in addition of numbers with up to four digits
2.05 Identify minuends which must be regrouped before subtracting can be done and explain the regouping orally, e.g., "42 has to be regrouped as 3 tens and 12 ones before I can subtract 18"
2.06 Use addition to check subtraction
2.07 Use concrete materials to demonstrate understanding of multiplication as repeated addition
2.08 Use known multiplication facts to determine unknown ones, e.g., 2 x 6 = 12 helps one to know 4 x 6 = 24
2.09 Demonstrate with manipulative materials that changing the order of factors does not change the product, eg.,

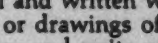
0000		000	
0000	3 x 4 = 12	000	4 x 3 = 12
0000		000	
		000	

2.10 Explain the product when 0 is one factor
2.11 Give reasonably prompt response to basic multiplication facts through the fifth table
2.12 Multiply a two-digit factor by a one-digit factor, with and without a zero difficulty. Example: 3 x 42, 3 x 20

	2.13 Use concrete materials or illustrations to show division facts related to known multiplication facts
	2.14 Use concrete materials to demonstrate division as a process of repeated subtractions
	2.15 Use manipulative materials to demonstrate the division process with a remainder
	2.16 Check division by multiplication
3. The learner will demonstrate ability to solve problems in a manner commensurate with his/her mental maturity	3.01 Identify the question in a "story" or "word" problem as well as the facts necessary to solve it
	3.02 Select and use familiar operations (alogrithms) to solve word problems
	3.03 Compose simple "story" problems which require using familiar facts and operations
	3.04 Provide a mathematical model for simple word problems, e.g., Terri's team needs 12 players. They have 5. How many more players do they need? 5 + □ = 12
	3.05 Make reasonable estimates of answers to easy "story" problems. Example: Tell whether the answer will be more than 50 or less than 50. 24 children from one class and 32 children from another class went to the park. How many lunches will be needed for the children?
	3.06 Solve problems with real materials and keep a record that leads to the solution. Example: (Before division is done with pencil and paper) Given 20 cubes, a child will experiment to find how many different ways 20 can be divided into equal groups, and will keep a written record of the ways, e.g., 2 groups of ten; 5 groups of 4, etc.
4. The learner will exhibit competency in identifying and using standard units of measure in a manner commensurate with his/her mental maturity	4.01 Identify the centimeter and the inch as small units for measuring length
	4.02 Identify the meter and the yard as large units for measuring length
	4.03 Identify the properties (thickness, length, circumference) of selected objects for which the centimeter and the meter are appropriate units of measure
	4.04 Identify properties of designated objects to be measured and select appropriate device for measuring each. Example: *A child*, height — weight — temperature, etc.; *device*, meter stick — scales — thermometer
	4.05 Select an appropriate standard unit for measuring distances in the immediate environment. Example: distance from the classroom to the lunchroom, from the sink to the bookcase
	4.06 Select items in the immediate environment that are thought to be "about 12 centimeters long; 1 meter high; 3 centimeters thick"; measure and record
	4.07 Use direct comparison (fitting one surface over the other) to determine which of two surfaces is greater
	4.08 Compare the surfaces of two geometric shapes by covering them with small squares of uniform size and counting
	4.09 Use appropriate materials (pieces of string, small squares) to demonstrate the difference between measuring *around* (perimeter/circumference) and measuring the *surface* (area) of objects
	4.10 Identify 0° Celsius as "freezing"
	4.11 Read the room temperature on a Celsius scale thermometer
	4.12 Determine approximate time from a conventional clock
	4.13 Record time as necessary
	4.14 Demonstrate the equivalence of a dollar with a variety of coins — pennies, nickels, dimes, quarters
	4.15 Use real or play money to make the change one should receive from a dollar if the purchase cost is 40¢, 55¢, 75¢, 80¢
	4.16 Identify the liter, quart and gallon as units used for measuring the capacity of containers
	4.17 Use appropriate materials to demonstrate invariance of quantity (changing to a different size and shape container does not change quantity being measured)
5. The learner will exhibit development of geometric concepts commensurate with his/her mental maturity	5.01 Use paper folding to determine whether a figure is symmetric and to find lines of symmetry
	5.02 Use manipulation of objects to identify figures that are congruent
	5.03 Examine and compare the characteristics of cubes, spheres, and cylinders
6. The learner will be able to use graphs and charts in a manner commensurate with his/her mental maturity	6.01 Collect information and present it in a pictograph
	6.02 Interpret information which someone else has presented in a pictograph
	6.03 Construct and interpret simple bar graphs
	6.04 Solve problems using information presented on a bar graph

Grade 4

1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his/her mental maturity

1.01 Identify the place value of any digit in a whole number with up to five digits
1.02 Read and record whole numbers with up to five digits
1.03 Round numbers to the nearest hundred
1.04 Use oral and written words to identify equal-sized partitions of concrete objects, or drawings of such divisions. Example:  → 3 fourths
1.05 Recognize and write symbols for fractions
1.06 Use concrete materials (egg cartons, set of coins, a team) to demonstrate understanding of a fraction as one or more equivalent parts of a group
1.07 Use concrete materials to represent improper fractions or mixed numbers
1.08 Make drawings which represent improper fractions or mixed numbers
1.09 Use concrete materials (strips of paper, fraction kits) to identify equivalent fractions
1.10 Recognize and use two ways to record one-tenth, e.g., $\frac{1}{10}$ or 0.1

2. The learner will demonstrate ability and skill in computation commensurate with his/her mental maturity

2.01 Identify minuends which require regrouping and give their regrouped value. Example: 400 - 176, the 400 must be regrouped as 3 hundreds, 9 tens, and 10 ones
2.02 Add and subtract whole numbers including all regrouping and zero difficulties
2.03 Estimate sums by rounding
2.04 Give reasonably prompt response to all basic multiplication facts
2.05 Use concrete models to explain multiplication of a two-digit number by a one-digit number
2.06 Use concrete models to explain renaming (regrouping) in multiplication of a two-digit by a one-digit number
2.07 Multiply any two-digit number by 10 or a two-digit multiple of 10, e.g., 10 x 25; 20 x 34; 40 x 16
2.08 Find the product of any 2 two-digit factors
2.09 Identify division facts related to multiplication facts, e.g., 4 x 6 = 24; 24 ÷ 4 = 6; 24 ÷ 6 = 4
2.10 Use manipulative materials to demonstrate division of a two-digit number by a one-digit divisor with a two-digit quotient, with and without a remainder (39 ÷ 3; 49 ÷ 4)
2.11 Use manipulative materials to explain the two-digit quotient when a three-digit number such as 124 is divided by a one-digit number
2.12 Explain the three-digit quotient when a three-digit number such as 369 is divided by a one-digit divisor such as 3
2.13 Explain the three-digit quotient when a four-digit number such as 1224 is divided by a one-digit divisor
2.14 Determine whether the quotient will be a "ones, tens, or hundreds" number when dividing a two-three- or four-digit number by a one-digit divisor
2.15 Explain the one-digit quotient when a two-digit number is divided by a two-digit divisor
2.16 Check division by multiplication
2.17 Represent addition of like fractions with manipulative materials or diagrams
2.18 Use addition of like fractions to solve realistic "word" problems
2.19 Demonstrate subtraction of like fractions (no regrouping) with manipulative materials or diagrams
2.20 Demonstrate verbal ability to identify the question and facts needed to answer it in a "word" problem
2.21 Make "word" problems which require the use of multiplication
2.22 Describe situations and identify questions which require the use of division
2.23 Identify extraneous facts from facts necessary to solve "words" problems

3. The learner will exhibit competency in identifying and using standard units of measure in a manner commensurate with his/her mental maturity

3.01 Select appropriate metric units to measure indicated properties of items, e.g., width of a postage stamp, length of a short line segment, height of a child
3.02 Estimate and measure designated properties (length, width, girth) of familiar objects to the nearest centimeter
3.03 Use equal-sized squares to demonstrate understanding of area
3.04 Use the terms "square centimeter" and "square inch" to describe areas
3.05 Use real models to demonstrate understanding of "perimeter"; "area"; "circumference"

	3.06 Identify the liter and the quart as units used to measure capacity
	3.07 Identify the gram, kilogram and pound as units used to measure weight
	3.08 Recognize units of measure that are metric and those that are not
	3.09 Identify metric units that are appropriate for measuring various properties, e.g., height of a room, weight of a pencil, capacity of a fish bowl, etc.
	3.10 Identify freezing and boiling points on a Celsius thermometer
	3.11 Recognize that weather reports are sometimes given in "customary" as well as metric terms
	3.12 Make "story" problems that can be solved by using the clock and the calendar
	3.13 Use the calendar and the clock to solve problems involving time
	3.14 Tell time to the nearest minute on a conventional clock
	3.15 Solve problems involving making change
4. The learner will exhibit development of geometric concepts commensurate with his/her mental maturity	4.01 Use concrete materials to produce examples of parallel lines and intersecting lines
	4.02 Identify examples of parallel and intersecting lines in the immediate environment
	4.03 Use flips, slides, and turns to determine whether two figures are congruent
5. The learner will be able to use graphs and charts in a manner commensurate with his/her mental maturity	5.01 Interpret information presented in pictograph form when a single symbol represents a many-to-one ratio
	5.02 Collect some interesting data, select a symbol to represent a ratio (picture of one book = 5 books read) and construct an original picturegraph
	5.03 Name ordered pairs that identify points on a grid. Example: What number pair locates the star?
	5.04 Interpret information found on chart or graph form in fourth-grade books
Grade 5	
1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his/her mental ability	1.01 Read and record whole numbers with as many as 7 digits
	1.02 Use a diagram or chart to explain the place value of any number with as many as 7 digits
	1.03 Explain possible regrouping of larger numbers such as 1425. Example: 1 thousand, 4 hundreds, 2 tens, 5 ones = 14 hundreds, 2 tens, 5 ones, etc.
	1.04 Record and explain expanded notation
	1.05 Round numbers to the nearest thousand
	1.06 Compare four- and five-digit numbers (whole)
	1.07 Determine whether the sum of two whole numbers will be even or odd (using small numbers until a generalization can be made)
	1.08 Determine whether the difference between two whole numbers will be even or odd (using small numbers until a generalization can be made)
	1.09 Define a prime number and determine whether a given number is prime or composite
	1.10 Arrange fractional numbers in proper sequence on a number line
	1.11 Explain the use of fractions to express a relative comparison or ratio
	1.12 Read, record, and order commonly-used mixed numbers such as 1 3/4; 1 2/3; 1 1/2; 1 1/4
	1.13 Use manipulative materials to demonstrate equalities of mixed numbers and improper fractions, e.g., 1 3/8 = 11/8; 2 1/5 = 1 6/5, etc.
	1.14 Use concrete materials (hundreds squares, tens strips, place value charts) to show decimal notation one and two places to the right of ones place
	1.15 Use drawings or hundreds squares (10 x 10) to represent mixed numbers such as 1.2 and 1.25
	1.16 Read and record in decimal form numbers including tenths and hundredths
	1.17 Recognize easily-interpreted Roman Numerals
2. The learner will demonstrate skill in computation commensurate with his/her mental maturity	2.01 Estimate the product of 2 two-digit whole numbers by rounding both and multiplying mentally, e.g., 28 x 32 is approximately the same as 30 x 30 which is 900
	2.02 Demonstrate and explain that tens times tens produces hundreds
	2.03 Experiment to show that tens times hundreds produces thousands
	2.04 Demonstrate mastery of the steps in multiplying by a two-digit number. Example: Explain that multiplying by a two-digit number means multiplying by ones and by tens; estimate whether the answer will be a hundreds or a thousands number; multiply, add, check for reasonable product
	2.05 Give examples of problems which require multiplying two multi-digit factors for their solutions
	2.06 Solve any realistic problem dealing with multiplication of whole numbers
	2.07 Determine divisibility of whole numbers by 2, 3, 5, 9, 10

	2.08 Make a reasonable prediction of the quotient before dividing by a two-digit divisor. Example: The quotient of 900 ÷ 28 will be a tens number a little more than 30
	2.09 Explain the steps involved in dividing a three-digit number by a two-digit number
	2.10 Check division by multiplying
	2.11 Use concrete materials to explain subtraction of like fractions requiring regrouping; addition and subtraction of unlike, but related fractions; addition and subtraction of mixed numbers
	2.12 Create realistic problems using fractional numbers and explain the solutions
3. The learner will exhibit competency in identifying and using standard units of measure commensurate with his/her mental maturity	3.01 Use appropriate measuring devices to determine and record personal weight in kilograms and height in centimeters
	3.02 Explain and use a formula to find the perimeter and the area of rectangles
	3.03 Identify standard units appropriate for measuring specified perimeters and areas
	3.04 Use concrete materials to explain volume and identify standard units for measuring it
	3.05 Determine distances on a map using the scale provided
	3.06 Solve problems involving elapsed time, e.g., 8:45 until 12:30
	3.07 Create and solve problems dealing with different forms of measurement common to everyday experiences
	3.08 Identify and use these symbols: m, cm, kg, km, g, L, °C
	3.09 Use real measuring devices to explain why multiplication is used to convert large units of measure to smaller ones
	3.10 Explain interrelations of the units of length and volume in the metric system
4. The learner will exhibit development of geometric concepts commensurate with his/her mental maturity	4.01 Draw and name points, line segments, rays, angles, and intersecting lines
	4.02 Identify right angles, angles greater than and angles less than a right angle
	4.03 Identify a degree as a unit for measuring angles
5. The learner will be able to develop and use graphs in a manner commensurate with his/her mental maturity	5.01 Interpret a broken-line graph
	5.02 Find and interpret information presented in bar and broken-line graphs in newspapers, textbooks, magazines, or other sources

Grade 6

1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his/her mental maturity	1.01 Read, interpret, and record mixed numbers expressed in decimal form, e.g., 2.75, 2.6
	1.02 Order any set of whole numbers, decimal or common fractions
	1.03 Identify and record finite and infinite sets of whole numbers
	1.04 Use a number line to describe a set of integers
	1.05 Explain the function of "0" on a number line showing positive and negative integers
	1.06 Use familiar terms and/or situations (thermometer, profit and loss, score cards) to explain uses of positive and negative numbers
	1.07 Explain percent as a ratio ($\frac{1}{100}$, one out of 100: $\frac{50}{100}$, fifty out of 100) or as a decimal (0.01; 0.50)
	1.08 Interpret any Roman numeral commonly encountered
	1.09 Use and explain exponential notation
2. The learner will demonstrate skill in computation commensurate with his/her mental maturity	2.01 Demonstrate understanding of all steps in multiplying any two multi-digit factors commonly encountered
	2.02 Round the divisor and dividend and determine the limits within which a quotient must fall
	2.03 Solve problems requiring division of a dividend expressed in dollars and cents as \$148.45 ÷ 5
	2.04 Demonstrate that multiplying or dividing both the divisor and the dividend by the same number does not change the quotient
	2.05 Use manipulative materials (fraction charts, folded paper, etc.) to explain answers when (a) a fractional number is multiplied by a whole number, (b) a fractional number is multiplied by a fractional number
	2.06 Use manipulative materials to demonstrate dividing by a common fraction
	2.07 Create and solve realistic problems which require multiplication and division by fractions
	2.08 Round decimal addends and estimate the sum

	2.09 Solve problems requiring addition and subtraction of decimals and explain the solutions
	2.10 Solve practical problems dealing with averages; time, distance, speed, percent
3. The learner will exhibit competency in identifying and using standard units of measure commensurate with his/her mental maturity	3.01 Identify common metric measures and relate them to one another
	3.02 Select a unit model for each of these units: meter, decimeter, centimeter, liter, kilogram
	3.03 Relate the metric system to the decimal numeration system
	3.04 Select the most appropriate unit of metric measure to use in determining the weight of common items such as a nickel, a drop of liquid, an aspirin, a hamburger, a basketball
	3.05 Read to the nearest tenth of a kilogram the weight of common objects on a scale; read the measure of liquid in a graduated container to the nearest ten milliliters
	3.06 Identify "normal" body temperature in degrees Celsius; a "hot" day and a "cold" day in °C
	3.07 Solve problems which involve computing sums and differences of measures expressed in decimal form
	3.08 Identify and use the notation symbols for the most commonly used metric measures
	3.09 Convert measurements to equivalent measures within the same system
	3.10 Make a scale drawing of some familiar area (classroom, library, cafeteria)
	3.11 Solve problems which necessitate regrouping (or renaming) measures, e.g., 1 hour 10 minutes = 70 minutes
4. The learner will exhibit development of geometric concepts commensurate with his/her mental maturity	4.01 Use a protractor to measure angles; identify which are right angles, acute angles, and obtuse angles
	4.02 Use manipulative materials to explain the derivation of a formula for finding the area of a triangular region
	4.03 Reconstruct a parallelogram to make a rectangle and explain how to find the area
	4.04 Use the manipulative materials (tape measure or pieces of string and circular shapes) to demonstrate the relationship of the diameter to the circumference of a circle
	4.05 Use the formula to find the circumference of a circle
5. The learner will be able to develop and use graphs in a manner commensurate with his/her mental maturity	5.01 Construct a graph using selected numerical data
	5.02 Read and interpret data from a circle graph
	5.03 Collect relevant information on some topic and organize it into bar and/or circle graph form
Grade 7	
1. The learner will demonstrate an understanding of the decimal system of numeration	1.01 Read word names for whole numbers containing as many as seven digits
	1.02 Read and write the numeral for any whole number less than ten million
	1.03 Name the total value of a given digit of a whole number less than ten million
	1.04 Round a whole number smaller than 10,000 to any designated place
	1.05 Uses $<$, $=$, or $>$ to compare any two whole numbers
2. The learner will compute with whole numbers	2.01 Estimate the sum of any three 4-digit numbers by rounding to the nearest 100 or 1,000
	2.02 Add any three 4-digit numbers
	2.03 Estimate to the nearest 100 or 1,000 the difference between two 4-digit numbers
	2.04 Subtract any two 4-digit numbers
	2.05 Determine in a one step problem solving situation whether the information given is insufficient, sufficient, or extraneous
	2.06 Translate a one step problem solving situation into an appropriate mathematical sentence
	2.07 Estimate and then determine the solution of a problem solving situation involving the addition or subtraction of up to 4-digit numbers
	2.08 Estimate and then determine the product of a 3-digit number by a 2-digit number
	2.09 Estimate and then determine the solution to a problem involving multiplication of a 3-digit by a 2-digit number
	2.10 Estimate the quotient of a 4-digit number divided by a 2-digit number
	2.11 Divide a 4-digit number by a 2-digit number
	2.12 Divide a 3-digit number by a multiple of 10 less than 100
	2.13 Raise a number to a given power

	2.14 Express a product in its exponential form 2.15 Find the square root of a number by using a table of square roots or a calculator 2.16 Determine the factors of a whole number 2.17 Find the GCF (greatest common factor) of two whole numbers 2.18 Write a set of multiples of a whole number 2.19 Determine the LCM (least common multiple) of two whole numbers 2.20 Use the Commutative, Associative, and Distributive Properties for Addition and Multiplication to complete computations 2.21 Use zero in addition and one in multiplication as the Identity Elements for those operations
3. The learner will demonstrate an understanding of fractions and their applications	3.01 Read and write fractions 3.02 Change a fraction to its simplest form 3.03 Write a fraction equivalent to a given fraction 3.04 Change an improper fraction to either a mixed number or a whole number 3.05 Change a mixed number or a whole number into an improper fraction 3.06 Add two fractional numbers 3.07 Estimate the sum of two fractional numbers 3.08 Add two mixed numbers 3.09 Subtract two fractional numbers 3.10 Estimate the difference between two mixed numbers 3.11 Find the difference of two mixed numbers 3.12 Multiply two proper and/or improper fractional numbers 3.13 Determine the solution to a problem solving situation involving the multiplication of fractional numbers 3.14 Determine the reciprocal of a fractional or mixed number 3.15 Find the quotient of two fractional numbers 3.16 Use $<$, $>$, or $=$ to compare two fractions
4. The learner will demonstrate an understanding of decimals and their applications	4.01 Read and write decimals through thousandths 4.02 Read and write money (dollars and cents) through $1,000 4.03 Use $<$, $>$, or $=$ to compare two decimals 4.04 Round a number less than 10 containing no more than two decimal places to the nearest whole number 4.05 Estimate the sum of two or three decimal numbers 4.06 Add three numbers, each having no more than three decimal places 4.07 Subtract two decimal numbers, each having no more than three decimal places 4.08 Multiply a whole number and a number with no more than three decimal places 4.09 Multiply two decimal numbers which are both named in 10ths and/or 100ths 4.10 Divide a decimal number (in 10ths or 100ths) by a multiple of 10 less than 100 4.11 Find the quotient of two decimal numbers 4.12 Estimate the difference, product or quotient of two decimal numbers 4.13 Determine equivalent amounts of up to $20 using coins and paper currency 4.14 Find the solution to a problem solving situation involving a purchase totaling less than $10 with change to be made from a $20 bill 4.15 Multiply or divide a money amount by a whole number 4.16 Determine the solution to a real world problem involving comparison shopping for purchases of less than $10.00 4.17 Write a decimal number as a fraction 4.18 Write a fractional number as a decimal
5. The learner will demonstrate an understanding of ratio, proportion, and percent	5.01 Express a comparison of two numbers as a ratio 5.02 Find the missing term of a proportion 5.03 Explain the meaning of percent as the number of parts out of 100 5.04 Change a percent (less than 100%) to a decimal and vice versa 5.05 Identify a decimal or a percent that is equivalent to a proper fraction having 10 or 100 for its denominator 5.06 Change a fraction into a percent *5.07 Determine the solution to problem solving situations involving discounts, commissions, tax rates, and simple interest

*These performance indicators might be included in an enriched seventh grade math course

6. The learner will demonstrate an understanding of geometric shapes and constructions

- 6.01 Identify such terms as point, line, segment, plane, ray angle
- 6.02 Classify two lines or segments as being intersecting, parallel, or perpendicular
- 6.03 Identify acute, right, and obtuse angles
- 6.04 Identify a polygon with no more than eight sides
- *6.05 Classify triangles by the size of their angles or by number of congruent sides
- *6.06 Classify quadrilaterals by the number of congruent sides and congruent angles
- 6.07 Identify the parts of a circle: center, radius, diameter, circumference, chord
- *6.08 Identify such space figures (solids) as the cube, rectangular solid, (box), cylinder, sphere, and cone
- 6.09 Use a compass and straight edge to copy a segment, angle, or triangle
- 6.10 Use a compass and straight edge to bisect a segment or angle

7. The learner will do some measurement activities and solve related problems

- 7.01 Determine the difference between two times
- 7.02 Determine length, width, or height by measuring an object or drawing to the nearest centimeter, meter, or appropriate customary unit
- 7.03 Determine capacity by measuring quantities of liquids in metric cups or liters, or appropriate customary unit
- 7.04 Determine the mass (weight) of an object by measuring or computing to the nearest gram, kilogram, or appropriate customary unit
- 7.05 Determine temperature by reading a thermometer
- 7.06 Solve a problem involving linear measurement with centimeters, meters, or appropriate customary units requiring addition or subtraction with no conversion
- 7.07 Solve a problem involving capacity (liquid measure) requiring liters or appropriate customary units in addition or subtraction
- 7.08 Solve a mass (weight) problem with grams, kilograms, or appropriate customary units using addition or subtraction
- 7.09 Find the perimeter of a simple polygon
- 7.10 Determine the areas of rectangular (including square) regions
- 7.11 Determine the area of a circle

8. The learner will demonstrate an understanding of graphs, tables, maps, and statistics

- 8.01 Collect data and record it in a table or chart
- 8.02 Interpret information contained in tables, charts, and diagrams
- 8.03 Interpret bar, circle, broken line, and picture graphs
- 8.04 Locate a place on a highway map by using the coordinate system
- 8.05 Locate points (including integers) on a number line
- *8.06 Determine the mean, median, and mode from data which is given

9. The learner will demonstrate an understanding of integers

- *9.01 Use $<$ or $>$ to compare two integers
- *9.02 Arrange several integers in increasing or decreasing order
- *9.03 Name the additive inverse (opposite) of an integer
- *9.04 Add integers
- *9.05 Subtract integers

* These performance indicators might be included in an enriched seventh grade math course

Grade 8

1. The learner will demonstrate an understanding of whole numbers and operations involving them

- 1.01 Round numbers to any designated place
- 1.02 Use the rounding skills to estimate the answer to +, -, x, or ÷ problem
- 1.03 Add, subtract, multiply and divide whole numbers in problem solving situations
- 1.04 Use the "order of operations" to determine the value of an expression
- 1.05 Raise a number to a given power
- 1.06 Express a product in its exponential form, e.g., $125 = 5^3$ or $100 = 2^2 \times 5^2$
- 1.07 Use scientific notation to represent whole numbers
- 1.08 Simplify an example containing a power of a power, e.g., $(5^2)^3 = 5^6$, or the power of a product, e.g., $(5 \times 3)^2 = 15^2$
- 1.09 Find the GCF (greatest common factor) of two whole numbers
- 1.10 Determine the LCM (lowest common multiple) of two whole numbers
- *1.11 Identify the Commutative Property of Addition from among several examples and explain its meaning in his/her own words
- *1.12 Identify the Associative Property of Addition from among several examples and explain its meaning in his/her own words

	*1.13 Identify the Commutative Property of Multiplication from among several examples and explain its meaning in his/her own words
	*1.14 Identify the Associative Property of Multiplication from among several examples and explain its meaning in his/her own words
	*1.15 Identify the Distributive Property of Multiplication over Addition from among several examples and explain its meaning in his/her own words
	*1.16 Identify the Property of Zero for Addition from among several choices and explain its meaning in his/her own words
	*1.17 Identify the Property of One for Multiplication from among several choices and explain its meaning in his/her own words
2. The learner will demonstrate an understanding of decimals and their applications	2.01 Read and write numbers with as many as three decimal places
	2.02 Arrange two or more decimal numbers in ascending or descending order
	2.03 Round decimal numbers to the nearest whole number, tenth, or hundredth
	2.04 Add decimal numbers
	2.05 Find the difference between two decimal numbers
	2.06 Estimate sums and differences involving decimal numbers
	2.07 Multiply a decimal number by 10, 100, and other powers of ten
	2.08 Multiply two decimal numbers
	2.09 Divide a decimal number by a one digit whole number
	2.10 Find the quotient of two decimal numbers
	2.11 Estimate products and quotients involving decimals
	2.12 Determine the solution of a real world problem involving purchases totaling less than $20 with change to be made from a $20 bill
3. The learner will demonstrate an understanding of fractions and how to compute with them	3.01 Read and write fractions with more commonly used denominators, e.g., 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, and 100
	3.02 Identify a proper fraction that is equivalent to one having a denominator of 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 50, or 100
	3.03 Convert improper fractions into mixed numbers and vice versa
	3.04 Add two fractions having unlike denominators such as 2, 3, 4, 5, 6, 8, 10, or 12
	3.05 Subtract two fractions having unlike denominators such as 2, 3, 4, 5, 6, 8, 10, or 12
	3.06 Estimate the sum or difference of two fractions
	3.07 Convert fractions into decimal numbers
	3.08 Convert decimal numbers into fractions
	3.09 Use $<$, $>$, or $=$ to compare two fractions
	3.10 Multiply two proper and/or improper fractions
	3.11 Find the quotient of two fractions
4. The learner will demonstrate an understanding of ratio, proportion, and percent	4.01 Write a fraction to express the ratio between two quantities
	4.02 Find the missing term of a proportion
	4.03 Write fraction, decimal and percent equivalents
	4.04 Find a percent of a given number, e.g., a% of b = $\square$
	4.05 Find a number when a percent of it is given, e.g., c% of $\square$ = d
	4.06 Find what percent one number is of another, e.g., $\square$ % of e = f
	4.07 Determine the solutions to real world problems involving discounts, commissions, tax, and simple interest
	4.08 Compute percent of increase or decrease from real world examples
5. The learner will demonstrate an understanding of geometric shapes and constructions	5.01 Classify triangles according to the measure of sides or angles
	5.02 Classify quadrilaterals according to the measure of sides and angles
	5.03 Identify similar and congruent figures and name the corresponding parts
	*5.04 Name and describe such space figures as the right circular cylinder, rectangular prism (box), triangular prism, sphere, cone, and pyramid
	5.05 Use a compass and straight edge to copy a segment, angle, and triangle
	5.06 Use a compass and straight edge to bisect a segment and an angle
6. The learner will do some measurement activities and solve related problems	6.01 Determine the difference between two times
	6.02 Determine the length, width, or height of an object or drawing by measuring to the nearest millimeter or eighth of an inch
	6.03 Determine capacity (liquid measure) by measuring quantities of liquids in metric spoons, metric cups or liters, or appropriate customary units
	6.04 Determine mass (weight) by measuring to the nearest gram or kilogram, or appropriate customary units

	6.05 Read temperature from a Celsius or Fahrenheit thermometer 6.06 Find the perimeter of a polygon 6.07 Determine the areas of a rectangle, square, triangle, parallelogram, and trapezoid 6.08 Compute the circumference of a circle when either the radius or diameter is given 6.09 Determine the area of a circle *6.10 Determine the volume of a rectangular prism or right circular cylinder when given the formula and a picture with the dimensions indicated *6.11 Compute the surface area of a rectangular prism or right circular cylinder when given a picture with the dimensions labeled *6.12 Find the volume and surface area of pyramids and cones
7. The learner will demonstrate a basic understanding of integers	7.01 Use $<$ or $>$ to compare two integers 7.02 Arrange several integers in increasing or decreasing order 7.03 Identify the absolute value of an integer 7.04 Name the additive inverse (opposite) of an integer 7.05 Add integers 7.06 Subtract integers 7.07 Multiply and divide integers
8. The learner will demonstrate a beginning knowledge of the real numbers	8.01 Find the square root of a number by using a table of square roots, a calculator or an algorithm 8.02 Use the Pythagorean Theorem to determine the length of the hypotenuse of a right triangle
9. The learner will demonstrate an understanding of graphs, tables, maps, and statistics	9.01 Read and interpret bar, line, circle, and picture graphs 9.02 Compute the actual distance between two towns when given the scale and the distance between them on the map 9.03 Graph whole numbers, fractions, decimals, and integers on a number line 9.04 Identify the coordinates when given a point on the Cartesian coordinate plane 9.05 Locate the point on a Cartesian coordinate plane when given the ordered pair of integers that name it 9.06 Determine the mean, median, and mode from a set of given data
10. The learner will demonstrate the ability to solve simple equations and inequalities	10.01 Solve a distance, rate, and time problem when given two of the three variables 10.02 Find the solution to a linear equation by using the Addition Property of Equality, e.g., $x + a = b$, where a and b are integers $\neq 0$ 10.03 Find the solution to a linear equation by using the Multiplication Property of Equality, e.g., $ax = b$, where a and b are integers $\neq 0$ *10.04 Find the solution to a linear equation requiring the use of both the Addition and Multiplication Properties of Equality, e.g., $ax + b = c$, where a, b, and c are integers $\neq 0$ *10.05 Find the solution to a linear equation by using the Addition Property of Equality or the Multiplication Property of Equality, e.g., $x + a = b$ or $ax = b$ where a and b are decimals *10.06 Find the solution to a simple linear inequality

* These performance indicators might be included in an enriched eighth grade math course

INTRODUCTORY ALGEBRA (PART ONE)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will use the language of algebra	1.01 Simplify numerical expressions 1.02 Use "order of operations" to simplify numerical expressions 1.03 Use grouping symbols to indicate the order of operations 1.04 Determine if a numerical expression is true 1.05 Use given replacements to find the values of expressions that contain variables 1.06 Evaluate formulas when replacement values are given 1.07 Find the value of a number written with an exponent and use an exponent to indicate the number of times a number is to be used as a factor 1.08 Use a variable to indicate the relationship between numbers 1.09 Convert word phrases into symbols

2. The learner will use the structural properties of number systems	2.01 Identify and apply the Reflexive, Symmetric, and Transitive Properties of Equality 2.02 Determine whether sets of numbers are closed under specified operations 2.03 Use the Substitution Principle to simplify expressions 2.04 Identify and apply the Commutative (order) and Associative (grouping) Properties of Addition and Multiplication 2.05 Identify and apply the Distributive Property of Multiplication Over Addition 2.06 Apply the property of Zero for addition 2.07 Apply the property of One for multiplication
3. The learner will perform operations with whole numbers	3.01 Add, subtract, multiply and divide whole numbers as needed to perform problem solving tasks 3.02 Estimate the answers to whole number computations 3.03 List the multiples of a number 3.04 List the common multiples and the least common multiple (LCM) of two numbers 3.05 List the common factors and the greatest common factor (GCF) of two numbers 3.06 Find the prime factorization of a number 3.07 Determine if a number is divisible by 2, 3, 4, 5, 6, and 10
4. The learner will perform operations with fractions and decimals	4.01 Write a fraction to express the ratio of two quantities 4.02 Determine if a proportion is true 4.03 Find the missing term of a proportion given the other three terms 4.04 Solve problems involving percent (interest, discount, and mark-up) 4.05 Add, subtract, multiply, and divide with fractions as needed to perform problem solving tasks 4.06 Add and subtract numbers expressed as decimals, including money to perform problem solving tasks 4.07 Estimate sums and differences of numbers expressed as decimals 4.08 Multiply and divide numbers expressed as decimals as needed to perform problem solving tasks 4.09 Estimate products and quotients of numbers expressed as decimals
5. The learner will locate numbers on the number line or rectangular coordinate plane	5.01 Name the coordinate of a point on the number line 5.02 Graph a set of integers on the number line 5.03 Graph numbers written as fractions and decimals on the number line 5.04 Graph ordered pairs of integers on the coordinate plane 5.05 Graph the solution of an equation on the number line 5.06 Graph the solution set of an inequality on the number line
6. The learner will perform operations with integers	6.01 Name the opposite of an integer 6.02 Use the symbols < or > to compare two integers 6.03 Use the number line to add two integers 6.04 Add two integers 6.05 Subtract an integer by adding the opposite of the number 6.06 Multiply two integers 6.07 Divide an integer by multiplying its reciprocal 6.08 Apply the properties of addition to integers (Commutative, Associtative, and Property of Zero) 6.09 Apply the properties of multiplication to integers (Commutative, Associative, and Property of One)
7. The learner will perform operations with real numbers	7.01 Write the opposite (Additive Inverse) of a real number 7.02 Apply the properties of addition to real numbers (Commutative, Associative, and Property of Zero) 7.03 Subtract a real number by adding the opposite of the number 7.04 Multiply two real numbers 7.05 Apply the properties of multiplication to real numbers (Commutative, Associative, Property of Zero, Property of One) 7.06 Apply the Distributive Property of Multiplication over Addition to real numbers 7.07 Name the reciprocal of a real number 7.08 Divide a number by multiplying by its reciprocal
8. The learner will solve linear equations and linear equalities	8.01 Use tables to find solutions to equations 8.02 Use the addition property of equality to solve questions 8.03 Use the subtraction property of equality to solve equations 8.04 Use the multiplication property of equality to solve linear equations

	8.05 Use the division property of equality to solve linear equations 8.06 Use tables to find solutions to linear equalities 8.07 Solve problems by writing inequalities and finding their solution sets 8.08 Solve equations by combining terms and making transformations 8.09 Use equations with one variable to solve problems 8.10 Solve equations in which the variable appears in both members 8.11 Solve linear equations by using more than one transformation (addition, subtraction, multiplication, and division) 8.12 Use formulas to solve practical problems
9. The learner will perform operations with polynomials	9.01 Add two or more polynomials 9.02 Write the opposite of a polynomial 9.03 Subtract a polynominal by adding its opposite (Additive Inverse) 9.04 Use the rules of exponents to simplify algebraic expressions 9.05 Simplify algebraic expressions by combining like terms 9.06 Multiply a polynomial by a monomial 9.07 Multiply two binomials 9.08 Multiply a polynomial by a binomial 9.09 Name the square of a binomial 9.10 Name the product of the sum and difference of two terms 9.11 Divide two monomials 9.12 Divide a polynomial by a monomial 9.13 Divide a polynomial by a binomial 9.14 Factor a monomial 9.15 Find the greatest common factor (GCF) of two monomials 9.16 Factor a polynomial by "removing" the greatest common factor of each of its terms 9.17 Factor a polynomial by grouping terms together 9.18 Factor the difference of two squares 9.19 Factor a trinomial
10. The learner will identify geometric figures and solve problems related to them	10.01 Classify an angle as acute, right or obtuse 10.02 Identify the radius, diameter, and circumference of a circle 10.03 Use the formulas $C=\pi d$, $C=2\pi r$, and $A=\pi r^2$ to solve problems 10.04 Identify right, isosceles, equilateral, and scalene triangles 10.05 Find the measure of one of the angles of a triangle, given the measure of the two other angles 10.06 Use the Pythagorean Theorem to solve problems 10.07 Classify a polygon according to its number of sides 10.08 Use perimeter and area formulas to solve problems (rectangle, square, parallelogram, triangle, trapezoid)

INTRODUCTORY ALGEBRA (PART TWO)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will perform operations with real numbers	1.01 Use $<$, $=$, $>$, $\neq$, $\leq$, or $\geq$ to compare two real numbers 1.02 Name the opposite (Additive Inverse) of a real number 1.03 Name the absolute value of a real number 1.04 Add real numbers 1.05 Subtract real numbers 1.06 Multiply real numbers 1.07 Divide real numbers 1.08 Write the integral factors of a number 1.09 Name the common factors and the greatest common factor (GCF) of two or more numbers 1.10 Write the prime factorization of a composite number 1.11 Find the value of a number written with an exponent and use an exponent to indicate the number of times a number is to be used as a factor 1.12 Find the principal square root of a number
2. The learner will use the structural properties of number systems	2.01 Identify and apply basic properties of addition. (Commutative, Associative, Property of Zero, Property of Additive Inverses) 2.02 Identify and apply basic properties of multiplication. (Commutative, Associative, Property of Zero, Property of One) 2.03 Identify and apply the Distributive Property of Multiplication over Addition 2.04 Identify the Reflexive, Symmetric, and Transitive Properties of Equality

3. The learner will perform operations with fractions and decimals	3.01 Write fractions equivalent to a given fraction 3.02 Use $<$, $=$, or $>$ to compare two fractions 3.03 Write a fraction between two fractional numbers 3.04 Express a fraction as a terminating or a repeating decimal 3.05 Express the relationship between two numbers as a ratio 3.06 Use proportions to solve problems 3.07 Write a fraction and a decimal as a percent 3.08 Write a percent as a fraction or a decimal 3.09 Solve problems involving percents
4. The learner will locate numbers on the number line or rectangular coordinate plane	4.01 Name the coordinate of a point on the number line 4.02 Graph a real number on the number line 4.03 Graph the solution set of an equation on the number line 4.04 Graph a linear equation with two variables on the coordinate plane 4.05 Graph the solution set of an inequality on the number line 4.06 Graph an inequality which has two variables on the coordinate plane 4.07 Graph a system of inequalities on the coordinate plane 4.08 Draw the graph of a circle 4.09 Draw the graph of an ellipse 4.10 Draw the graph of a parabola
5. The learner will solve linear equations	5.01 Find the solution set of an equation when the replacement set for the variable is given 5.02 Use the Addition Property of Equality to solve a linear equation 5.03 Use the Multiplication Property of Equality to solve a linear equation 5.04 Use more than one property of equality to solve a linear equation 5.05 Use linear equations to solve word problems
6. The learner will solve linear inequalities	6.01 Use the Addition Property of Inequality to solve a linear inequality 6.02 Use the Multiplication Property of Inequality to solve a linear inequality 6.03 Use more than one property of inequality to solve a linear inequality 6.04 Determine whether an ordered pair of numbers is a solution of a given inequality in two variables
7. The learner will solve systems of linear equations	7.01 Solve an equation with two variables when replacement sets for the variables are given 7.02 Find the slope of a line 7.03 Find the y-intercept of the graph of a line 7.04 Write an equation in the slope-intercept form 7.05 Solve a system of equations by graphing 7.06 Use addition and subtraction to solve a system of equations 7.07 Use multiplication to solve a system of equations 7.08 Solve a system of equations by substitution 7.09 Solve word problems by writing and solving a system of equations
8. The learner will perform operations with polynomials	8.01 Simplify algebraic expressions by combining like terms 8.02 Add polynomials 8.03 Subtract polynomials 8.04 Raise a monomial to an indicated power by using the "laws of exponents" 8.05 Multiply a polynomial by a monomial 8.06 Multiply a polynomial by a binomial 8.07 Raise a binomial to an indicated power 8.08 Divide two monomials 8.09 Divide a polynomial by a monomial 8.10 Divide a polynomial by a binomial 8.11 Factor a monomial 8.12 Find the greatest common factor (GCF) of two monomials 8.13 Write a fraction which contains two monomials in lowest terms 8.14 Factor a polynomial by "removing" the greatest common factor of each of its terms 8.15 Find the product of two binomials 8.16 Find the product of the sum and difference of two numbers 8.17 Factor a binomial that is the difference of two squares 8.18 Factor a perfect square trinomial 8.19 Factor a trinomial
9. The learner will solve quadratic equations	9.01 Solve a quadratic equation by factoring 9.02 Solve a quadratic equation by finding the square root 9.03 Solve a quadratic equation by completing the square 9.04 Use the Quadratic Formula to solve a quadratic equation

10. The learner will perform operations with algebraic fractions	10.01 Simplify algebraic fractions 10.02 Multiply two algebraic fractions 10.03 Divide two algebraic fractions 10.04 Simplify a complex fraction 10.05 Add algebraic fractions 10.06 Subtract algebraic fractions 10.07 Solve a fractional equation 10.08 Use fractional equations to solve problems
11. The learner will define a function and some of its characteristics	11.01 Write a set of ordered pairs according to a rule 11.02 Use the "vertical line test" to determine whether a relation is a function
12. The learner will solve expressions which contain radicals	12.01 Find the product and quotient of two square roots 12.02 Use a table to find the approximate square root of a number 12.03 Use squares and square roots to solve problems 12.04 Use the Pythagorean Theorem to solve problems 12.05 Find the indicated root of a number 12.06 Simplify expressions which contain radicals 12.07 Add and subtract expression which contain radicals 12.08 Simplify radical fractions by rationalizing the denominator 12.09 Solve equations which contain radicals
13. The learner will identify geometric figures, parts of figures, and solve problems related to them	*13.01 Determine whether two triangles are similar *13.02 Find the corresponding parts of similar triangles *13.03 Use the sine ratio to solve right triangle problems *13.04 Use the cosine ratio to solve right triangle problems *13.05 Use the tangent ratio to solve right triangle problems

* These indicators would be included in an enriched course but not in a basic course.

GENERAL MATHEMATICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will demonstrate an understanding of the base ten number system	1.01 Read and write numerals naming whole numbers through billions 1.02 Round a whole number to an indicated place
2. The learner will perform operations with whole numbers	2.01 Add two 4-digit numbers 2.02 Add three 3-digit numbers 2.03 Estimate the sum of two or more whole numbers 2.04 Subtract two 4-digit numbers 2.05 Estimate the diffference between two whole numbers 2.06 Multiply two 2-digit numbers 2.07 Estimate the product of two whole numbers 2.08 Divide a 4-digit number by a 2-digit number 2.09 Estimate the quotient of two whole numbers 2.10 Find the square of a number by using a table of squares 2.11 Raise a number to an indicated power 2.12 Find the square root of a number by using a table of square roots or calculator 2.13 Find the factors of a whole number 2.14 Find the greatest common factor (GCF) of two whole numbers 2.15 Write the multiples of a whole number 2.16 Write the least common multiple (LCM) of two whole numbers 2.17 Find the arithmetic average (mean) of a list of numbers
3. The learner will perform operations with fractional numbers	3.01 Express a fraction in lowest terms 3.02 Write fractions equivalent to a given fraction 3.03 Change an improper fraction to a whole number or a mixed number 3.04 Change a mixed number to an improper fraction 3.05 Add fractional numbers 3.06 Add fractional numbers and mixed numbers 3.07 Add mixed numbers 3.08 Estimate the sum of two or more fractional numbers

	3.09 Estimate the sum of two mixed numbers
	3.10 Subtract two fractional numbers
	3.11 Subtract a fractional number from a mixed number
	3.12 Subtract two mixed numbers
	3.13 Estimate the difference between two fractional numbers
	3.14 Estimate the difference between two mixed numbers
	3.15 Use < , > , or = to compare two fractions
	3.16 Multiply two fractional numbers
	3.17 Multiply a mixed number and a fractional number
	3.18 Multiply two mixed numbers
	3.19 Estimate the product of two fractional numbers or two mixed numbers
	3.20 Divide two fractional numbers
	3.21 Divide two fractional numbers and mixed numbers
	3.22 Estimate the quotient of two fractional numbers or mixed numbers
	3.23 Find the missing term in a proportion
4. The learner will perform operations with decimal numbers	4.01 Round a decimal to an indicated place
	4.02 Add two decimal numbers
	4.03 Estimate the sum of two decimal numbers
	4.04 Subtract two decimal numbers
	4.05 Estimate the difference between two decimal numbers
	4.06 Use < , > , or = to compare two decimal numbers
	4.07 Multiply two decimal numbers
	4.08 Divide two decimal numbers
	4.09 Estimate the quotient of two decimal numbers
	4.10 Change a fraction to a decimal
	4.11 Change a decimal to a fraction
	4.12 Add and subtract money amounts
	4.13 Multiply a money amount by a whole number or a decimal number
	4.14 Divide a money amount by a whole number
5. The learner will perform measurement tasks and solve related problems	5.01 Measure the length of an object to the nearest centimeter
	5.02 Measure the length of an object to the nearest half-inch
	5.03 Find the perimeter of a simple polygon
	5.04 Find the area of a rectangular region
	5.05 Find the difference between two times
6. The learner will interpret information displayed in graphical form	6.01 Interpret bar, circle, and broken line graphs
	6.02 Interpret information displayed in tables and diagrams
7. The learner will perform operations with percents	7.01 Change a percent to a decimal
	7.02 Change a decimal to a percent
	7.03 Change a percent to a fraction
	7.04 Change a fraction to a percent
	7.05 Find a percent of a number
	7.06 Find what percent one number is of another
	7.07 Find a number when a percent is known
8. The learner will perform operations with integers	*8.01 Add integers
	*8.02 Subtract two integers
	*8.03 Multiply two integers
	*8.04 Divide two integers
9. The learner will locate numbers on the number line	9.01 Name the coordinate of a point on the number line
	9.02 Locate the graph of a whole number on the number line
	9.03 Locate the graph of a fractional number and a decimal number on the number line
	9.04 Locate the graph of an integer on the number line
10. The learner will identify geometric figures and parts of figures	10.01 Identify basic geometric terms (point, line, line segment, ray, plane, space)
	10.02 Identify vertical, horizontal, and oblique lines
	10.03 Identify intersecting, parallel, and perpendicular lines
	10.04 Identify acute, right, and obtuse angles
	10.05 Classify a polygon according to the number of its sides
	10.06 Describe a triangle according to the length of its sides
	10.07 Describe a triangle according to the size of its angles
	10.08 Identify the parts of a circle (arc, radius, center, diameter, and chord)
	10.09 Identify space figures (rectangular solid, cube, pyramid, cylinder, sphere, cone)

11. The learner will solve linear equations	*11.01 Use the addition property of equality to solve a linear equation *11.02 Use the subtraction property of equality to solve a linear equation *11.03 Use the division property of equality to solve a linear equation *11.04 Use the multiplication property of equality to solve a linear equation *11.05 Use more than one property of equality to solve a linear equation *11.06 Find the missing term in a formula when sufficient information is given
12. The learner will perform problem solving tasks	12.01 Use whole numbers to solve problems both real and contrived 12.02 Use fractional numbers and decimal numbers to solve problems both real and contrived *12.03 Use integers to solve problems both real and contrived 12.04 Determine the reasonableness of an answer

* This indicator would be included in an enriched course but not in a basic course

CONSUMER MATHEMATICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will solve problems related to how banks serve consumers	1.01 "Open" an account 1.02 Complete a deposit slip 1.03 Determine the cost of maintaining various types of checking accounts (Flat-payment plan, special checking account, analysis plan) 1.04 Write a check 1.05 Complete a check stub 1.06 Reconcile a checking account statement 1.07 Endorse a check. (Restricted, full, qualified, and blank endorsement) 1.08 Use the simple interest formula to find the simple interest when given the principal, rate, and time 1.09 Find the amount to be repaid when a loan is obtained with simple interest 1.10 Use a simple interest table to find the simple interest when given the principal, rate, and time 1.11 Use a compound interest table to find how much interest a consumer's money could earn at a given interest rate, time and principal 1.12 List the items which would likely be kept in a safe-deposit box 1.13 Determine the cost of obtaining a bank loan when given the principal, rate, and time (Add-on and discount interest)
2. The learner will solve problems related to consumer credit	2.01 List the types of credit plans available to the consumer in need of a loan (Ready-reserve, budget payment plans, open account, revolving account, credit cards, installment credit, pawn shop, commercial loan, and life insurance) 2.02 Determine the costs of obtaining a $1,000 loan for one (1) year through each of the plans listed in 2.01 2.03 Complete a credit application 2.04 Find the penalty assessed on those who make a late loan payment 2.05 Determine the cost of credit insurance 2.06 List some of the features of the credit contract, in particular those included as the result of the Truth-in-Lending Act 2.07 List the factors that affect a person's credit rating or help determine a person's credit limit
3. The learner will solve problems related to housing	3.01 List advantages and disadvantages of buying a home 3.02 Determine the amount needed for a down payment when the rate (expressed as a percent) and amount of the purchase are given 3.03 Use a mortgage loan schedule to determine the monthly cost for repaying a loan when given the number of years for which the loan is obtained and the mortgage amount 3.04 Find the total cost of purchasing a home by adding the amount of interest, purchase price, closing costs and other fees 3.05 Determine how much of the monthly mortgage payment is used to reduce the balance of the debt and how much is used to pay the interest 3.06 Find the property tax on a home when given the assessed value and tax rate

	3.07 Compute the insurance premium on a house when given a rate table, and the amount of the mortgage
	3.08 Compute the yearly amount of rent to be paid when given the monthly amount
	3.09 Find the total utility bill when given the charges for heating, cooling, etc.
	3.10 List the advantages and disadvantages of renting a house, apartment, and mobile home
	3.11 Find the cost of furnishing a home when given the cost of the individual items to be included in the home
4. The learner will solve problems related to insurance	4.01 Distinguish between term life insurance and whole life insurance
	4.02 Use premium rate tables to find the annual premium on various types of insurance
	4.03 Find the monthly premium on various types of insurance when given premium rate tables, the types, and amount of insurance
	4.04 Determine annual and periodic premium payments when given the amount of insurance and a periodic payment schedule
	4.05 Use a premium rate table to find the annual premium on a disability insurance policy
	4.06 Determine the costs of various hospitalization insurance plans when given premium rate tables and the other needed information
	4.07 List the types of available property insurance and compute the costs of these (fire, casualty, and extended coverage)
	4.08 Analyze an insurance policy and answer questions about the policy (type, period of coverage, limits, premiums, dividends, loans, rebates, settlement options, contestability, reinstatement, deductibility)
5. The learner will investigate the elementary concepts of probability and statistics that affect the typical consumer	5.01 Make predictions based on the theory of probability
	5.02 Interpret a bar graph, circle graph, line graph, and a pictograph
	5.03 Find the mean, median, and mode of a set of data
	5.04 Find the range for the entries in a set of data
	5.05 Determine if a sample is biased or reliable
6. The learner will solve problems related to money management concerns which are faced by the typical consumer	6.01 Find the weekly income for a wage earner who receives piecework wages
	6.02 Compute the weekly income for a wage earner who is paid an hourly wage and extra pay for overtime
	6.03 Determine the monthly income for a wage earner who is paid a commission
	6.04 Use a Social Security Withholding Table to determine deductions
	6.05 Compare the cost of two items by finding the unit price of each
	6.06 Determine the amount of change which should be returned when given the cost of a purchase and the amount of money given the clerk
	6.07 Compute the discount on a purchase
	6.08 Determine how much extra is paid to purchase an article on an installment plan instead of purchasing it with cash
	6.09 Compute net income when given the income and deductions
	6.10 Convert weekly expenditures to yearly and/or monthly amounts
	6.11 Compute average expenditures
	6.12 Estimate the cost of a list of items common to the consumer
7. The learner will solve problems related to savings and investments	7.01 Determine how much more interest could be earned on $1,000 invested at 8% interest compounded annually than could be earned at 8% simple interest
	7.02 Find the difference between the amount of earnings that could be earned when money is invested at a savings and loan association, bank, credit union, and U.S. Savings Bond
	7.03 Compare the difference in return between money which is invested in a regular savings account and a certificate of deposit
	7.04 Find the anticipated return on an investment when given the amount, time, and projected rate of earnings
	7.05 Determine the costs of 100 shares of stock if bought at the "Low" of the day
	7.06 Compare the difference in the cost of a stock if bought at the "Low" of the day and the "High" of the day
	7.07 Determine the annual dividend received on 100 shares of stock when given the dividend rate
8. The learner will solve problems related to sales tax and income tax	8.01 Use a table to find the sales tax on a purchase
	8.02 Find the sales tax on a purchase without using a sales tax table
	8.03 Use a table to determine the amount of income tax which should be withheld from a given salary
	8.04 Complete some of the lines on the North Carolina and United States Income Tax Forms

9. The learner will solve problems related to the transportation needs of the consumer	9.01 Find the amount needed for the down payment on a car when given the cost of the car and the down payment rate 9.02 Use a monthly payment table to find how much more you pay for a car when bought on time than when bought with cash 9.03 Use a table to find the basic cost for bodily injury and property-damage insurance 9.04 Compare the cost of $50, $100, and $200 deductible collision insurance 9.05 Find the cost per mile for operating a car when given the cost of the fuel, oil, and estimated maintenance and depreciation 9.06 Compute the fuel consumption for a trip when given the amount of fuel used and the distance driven 9.07 Use the distance formula to determine the average speed, time, or rate when given the other two entries 9.08 Use a table to determine the fee for renting a car 9.09 Estimate the cost of a trip when given a cost per mile rate

ALGEBRA I

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will use the language of algebra	1.01 Simplify numerical expressions 1.02 Evaluate variable expressions 1.03 Evaluate exponential expressions 1.04 Use "order of operations" to evaluate expressions 1.05 Evaluate formulas when the replacement values are given 1.06 Convert word phrases into symbols
2. The learner will use the structural properties of number systems	2.01 Use the Commutative Property of Addition to simplify expressions or computational processes with real numbers 2.02 Use the Associative Property of Addition to simplify expressions or computational processes with real numbers 2.03 Use the Distributive Property of Multiplication over Addition to simplify expressions or computational processes with real numbers 2.04 Use the reciprocal, or multiplicative inverse, of a number to simplify expression or computational processes with real numbers 2.05 Use the Commutative Property of Multiplication to simplify expressions or computational processes with real numbers 2.06 Use the Associative Property of Multiplication to simplify expressions or computational processes with real numbers 2.07 Use the Distributive Property to simplify expressions containing similar terms
3. The learner will perform operations with fractions and decimals	3.01 Use $<$ or $>$ to compare two rational numbers 3.02 Express rational numbers in fraction or decimal form
4. The learner will locate numbers on the number line or rectangular coordinate plane	4.01 Graph sets of real numbers on the number line 4.02 Use the number line to add real numbers 4.03 Graph ordered pairs of numbers on the coordinate plane 4.04 Graph a relation on the coordinate plane 4.05 Use the "vertical line test" to determine if a relation is a function 4.06 Graph a linear equation in two variables 4.07 Graph a line given its slope and y-intercept 4.08 Graph the solution sets of linear equalities in two variables
5. The learner will perform operations with real numbers	5.01 Determine the opposite, or additive inverse, of a number 5.02 Find the absolute value of a number 5.03 Use $<$ or $>$ to compare two numbers 5.04 Add real numbers 5.05 Subtract real numbers 5.06 Multiply real numbers 5.07 Divide real numbers 5.08 Distinguish between rational and irrational numbers 5.09 Find the square root of a number which is a perfect square 5.10 Use a calculator, table of square roots, or an algorithm to find a decimal approximation to the square root of a real number 5.11 Find the union and intersection of two sets of numbers

6. The learner will solve linear equations	6.01 Find the solution set of an open sentence when replacement values are given for the variable 6.02 Solve a simple equation by using the addition property of equality 6.03 Solve a simple equation by using the multiplication property of equality 6.04 Solve an equation by using more than one property of equality 6.05 Solve an equation which contains similar terms 6.06 Solve an equation which has the variable in both members 6.07 Solve "age," "coin," and "integer" problems 6.08 Solve an equation in which the numerical coefficient is a fraction 6.09 Solve problems involving percents 6.10 Solve "percent-mixture," "investment," "uniform motion," and "rate-of-work" problems 6.11 Solve a simple equation involving absolute value
7. The learner will solve linear inequalities	7.01 Find the solution set for a linear inequality when replacement values are given for the variables 7.02 Solve a linear inequality by using transformations 7.03 Use inequalities to solve verbal problems 7.04 Find the solution set of a system of two inequalities
8. The learner will solve systems of linear equations	8.01 Find the slope of a non-vertical line given the graph of a line, or an equation of the line, or two points on the line 8.02 Write the slope-intercept form of an equation of a line 8.03 Write the equation of a line given the slope and one point on the line, or two points on the line 8.04 Find the solution set of open sentences in two variables when given replacement sets for the variables 8.05 Use a graph to find the solution of a pair of linear equations in two variables 8.06 Use the substitution method to find the solution of a pair of linear equations in two variables 8.07 Use the addition-or-subtraction method to find the solution of a pair of linear equations in two variables 8.08 Use systems of pairs of linear equations to solve certain kinds of puzzle problems (digit, age, fraction, uniform-motion, coin, mixture)
9. The learner will perform operations with polynomials	9.01 Add polynomials 9.02 Subtract polynomials 9.03 Multiply monomials 9.04 Find an indicated power of a monomial 9.05 Multiply a polynomial by a monomial 9.06 Multiply two polynomials 9.07 Factor a monomial 9.08 Divide two monomials 9.09 Divide a polynomial by a monomial 9.10 Divide two polynomials 9.11 Find a common monomial factor in a polynomial 9.12 Find the product of the sum and difference of two binomials 9.13 Factor the difference of two squares 9.14 Square a binomial without using long multiplication 9.15 Factor a perfect square trinomial 9.16 Find the product of two binomials 9.17 Factor a quadratic trinomial when the coefficient of the quadratic term is one 9.18 Factor a quadratic trinomial when the coefficient of the quadratic term is not one 9.19 Factor a polynomial
10. The learner will solve quadratic questions	10.01 Find the solution set for a second degree equation when given replacement sets for the variable 10.02 Solve a second degree equation when one member is in factored form and the other member is zero 10.03 Solve a second degree equation by factoring 10.04 Use factoring to solve a verbal problem 10.05 Find the square root of a variable expression and use the procedure to solve equations and problems 10.06 Solve a quadratic equation that is in the form perfect square = constant 10.07 Solve a quadratic equation by completing the square 10.08 Use the Quadratic Formula to solve quadratic equations 10.09 Use quadratic equations to solve problems

11. The learner will perform operations with algebraic fractions	11.01 Write an algebraic fraction in its simplest form 11.02 Use ratios and proportions to solve problems 11.03 Multiply algebraic fractions 11.04 Divide algebraic fractions 11.05 Simplify algebraic expressions involving multiplication and division of algebraic fractions 11.06 Add and subtract algebraic fractions 11.07 Change a mixed expression to an algebraic fraction and a fraction to a mixed expression 11.08 Solve fractional equations
12. The learner will solve expressions which contain radicals	12.01 Simplify products and quotients of radical expressions 12.02 Simplify sums and differences of radical expressions 12.03 Multiply two binomials which contain square roots 12.04 Solve simple equations which contain radicals 12.05 Find the square roots of variable expressions and use them to solve problems
13. The learner will identify geometric figures, parts of figures, and solve problems related to them	13.01 Classify angles as acute, right, or obtuse 13.02 Identify vertical, adjacent, complementary and supplementary angles 13.03 Solve problems related to the measures of the angles of triangles 13.04 Solve problems about perimeters and areas 13.05 Use the similar triangle relationship to solve problems 13.06 Use the Pythagorean Theorem and its converse to solve geometric problems 13.07 Find the sine, cosine, and tangent of the acute angles in a right triangle 13.08 Find the values for trigonometric functions for given angles 13.09 Find the measures of angles for given values of trigonometric functions 13.10 Use trigonometric ratios to solve problems

GEOMETRY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will state the characteristics of sets of points	1.01 Identify and name sets of points, such as line, ray, segment, and plane 1.02 Draw representations of points, lines, and planes 1.03 Identify and name unions and intersections of sets of points 1.04 Find the coordinate of a point on a line 1.05 Find the length of a segment 1.06 Identify congruent segments 1.07 Identify the midpoint of a given segment 1.08 Use a protractor to find the measure of an angle 1.09 Determine when two angles are congruent 1.10 Identify interiors and exteriors of geometric figures 1.11 Identify the bisector of an angle
2. The learner will use the structural properties of the real numbers	2.01 State and use the properties of equality (Reflexive, Symmetric, Transitive, Addition, Subtraction, Multiplication, Division, Substitution) 2.02 State and use the properties of inequality (Transitive, Addition, Subtraction) 2.03 State and use the Trichotomy Property of Two Numbers
3. The learner will develop geometric proofs	3.01 Translate a geometric statement into an "If-Then Statement" 3.02 State the converse of a conditional statement 3.03 State the hypothesis and conclusion for a conditional statement 3.04 Use the process of deductive reasoning in mathematical and non-mathematical situations 3.05 Write a proof in two column form 3.06 Write an indirect proof
4. The learner will use some of the properties of angles and lines to develop proofs and solve exercises	4.01 Use three letters, a number, or a single letter to name an angle 4.02 Classify an angle 4.03 Identify a half-plane and the interior and exterior of an angle 4.04 Identify adjacent and vertical angles 4.05 Determine the complement and supplement of a given angle 4.06 Use the Protractor Postulate 4.07 Apply the Angle Addition Postulate 4.08 Apply the Segment Addition Postulate (Definition of "Between")

	4.09 Recognize congruent angles 4.10 Define and measure dihedral angles
5. The learner will recognize perpendicular lines and planes and use this information to complete proofs and exercise	5.01 Define perpendicular lines and planes
6. The learner will recognize parallel lines and planes and use this knowledge to complete proofs and exercises	6.01 Identify parallel lines and planes, and skew lines 6.02 Define corresponding angles, alternate interior angles, and alternate exterior angles which are formed when two parallel lines are cut by a transversal 6.03 State conditions under which lines are parallel 6.04 State which angles are congruent when two parallel lines are cut by a transversal 6.05 Identify which angles are supplementary when two parallel lines are cut by a transversal 6.06 State and apply the Parallel Postulate
7. The learner will identify polygons and complete proofs and exercises related to them	7.01 Classify a triangle according to its sides 7.02 Classify a triangle according to its angles 7.03 Classify a polygon according to the number of its sides or angles 7.04 Classify a polygon according to the measure of its sides or angles 7.05 State the characteristics of an isosceles triangle 7.06 State the characteristics of a right triangle 7.07 Prove the sum of the measures of the angles of a triangle is 180 and apply this in problem solving situations 7.08 Find the measures of the exterior angles of a triangle 7.09 Find the measures of the angles of a convex polygon 7.10 List the characteristics of each of the quadrilaterals (rectangle, square, rhombus, trapezoid, parallelogram)
8. The learner will identify congruent triangles and complete proofs and exercises related to them	8.01 List the correspondence between two congruent triangles 8.02 Use various postulates and theorems to prove two triangles are congruent 8.03 Identify the corresponding parts of congruent triangles 8.04 Use various postulates and theorems to prove two right triangles are congruent 8.05 Identify the altitudes and medians of triangles 8.06 Apply the theorem about the segment joining the mid points of two sides of a triangle 8.07 Apply the theorem about the intersection of the medians of a triangle
9. The learner will demonstrate when two polygons are similar and develop proofs and solve exercises related to them	9.01 Identify regular polygons and determine the measures of the angles 9.02 Solve a proportion 9.03 Use proportions to solve geometric problems 9.04 Find the geometric mean of two numbers 9.05 Determine whether or not two polygons are similar 9.06 Prove two triangles are similar 9.07 Divide a segment into proportional parts
10. The learner will state when a geometric figure possesses symmetry or is symmetric to another figure and complete proofs related to this	10.01 Identify a polygon which possesses symmetry 10.02 Identify geometric figures which are symmetrical
11. The learner will state some of the characteristics of a right triangle, write proofs, and solve exercises related to these	11.01 State the relationships that exist in a right triangle 11.02 Use the Pythagorean Theorem to find the length of the sides of a right triangle or a quadrilateral 11.03 Use the converse of the Pythagorean Theorem to prove a triangle is a right triangle 11.04 Use the relationships that exist in special right triangles to solve problems (30°-60°-90°, 45°-45°-90°) 11.05 Define the sine, cosine, and tangent ratios for an acute angle of a right triangle 11.06 Use a table to find the sine, cosine, and tangent of an angle 11.07 Use a table to find the measure of an angle when given the sine, cosine, or tangent of an angle

12. The learner will list some of the characteristics of a circle and develop proofs and solve exercises related to them	12.01 Define a circle and the lines and segments related to it 12.02 Recognize polygons inscribed in, or circumscribed about, a circle 12.03 Apply the theorems that relate to the tangents, secants, and radii of a circle 12.04 Apply the properties involving arcs and central angles 12.05 Apply the theorems about the chords of a circle
13. The learner will find the perimeter, area, and volume of geometric figures	13.01 Find the perimeter of a geometric figure 13.02 Compute the area of a triangle, parallelogram, and trapezoid 13.03 Find the ratio of the areas of similar figures 13.04 Find the ratio of the perimeters of similar figures 13.05 Compute the apothem, radius, and area of special regular polygons 13.06 Compute the circumference and area of a circle 13.07 Compute arc lengths and the areas of sectors of a circle 13.08 Identify and describe space figures (prism, cylinder, cone, sphere) 13.09 Compute the lateral area, total area, and volume of a right prism or pyramid 13.10 Compute the lateral area, total area, and volume of a right circular cylinder or cone
14. The learner will compute a geometric construction and describe the locus of a point or points	14.01 Construct a segment congruent to a given segment 14.02 Construct an angle congruent to a given angle 14.03 Construct the bisector of an angle 14.04 Construct a line perpendicular to a line through a point on the line 14.05 Construct a line perpendicular to a line through a point not on the line 14.06 Construct the perpendicular bisector of a segment 14.07 Construct a line parallel to a line through a given point 14.08 Construct the mid point of an arc of a circle 14.09 Construct the tangent to a circle at a given point on the circle 14.10 Construct the tangents to a circle from a point outside the circle 14.11 Circumscribe a circle about a triangle 14.12 Inscribe a circle inside a triangle 14.13 Divide a segment into any number of congruent segments 14.14 Given three segments, construct a fourth segment such that the lengths of the four segments are proportional 14.15 Construct a segment whose length is the geometric mean between the lengths of two given segments *14.16 Describe the locus (characterization of points) that satisfies a given condition *14.17 Describe the locus (characterization of points) that satisfies more than one given condition *14.18 Apply the concept of locus in the solution of construction problems 14.19 Construct quadrilaterals which meet certain criteria 14.20 Construct a circle through three non-collinear points
15. The learner will investigate some of the properties of coordinate geometry	15.01 Write the coordinates for a point in the coordinate plane 15.02 Write equations for vertical and horizontal lines in the coordinate plane 15.03 Use the distance formula to solve problems 15.04 Use the midpoint formula to find the coordinates of the midpoint or endpoint of a segment 15.05 Find the slope of the line given two points on the line 15.06 Find the slope and y-intercept of a line 15.07 Determine whether two lines are parallel or perpendicular by examining their slopes 15.08 Find the slope of a line parallel or perpendicular to a given line 15.09 Write an equation for a line which is parallel or perpendicular to a given line 15.10 Draw the graph of a line when given either two points on the line or one point and the slope of the line 15.11 Draw the graph of a line when given the slope and y-intercept of the line 15.12 Use coordinate geometry to prove some of the properties of polygons 15.13 Write an equation of a circle given its center and radius length 15.14 Find the center and radius length of a circle

*This indicator would be included in an enriched course but not in a basic course

ALGEBRA II

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will use the language of algebra	1.01 Simplify numerical expressions 1.02 Translate English words and phrases into mathematical language 1.03 Use the properties of addition to simplify arithmetic and algebraic expressions (Additive Identity, Commutative, Associative, Additive Inverse) 1.04 Use the properties of multiplication to simplify arithmetic and algebraic expressions (Multiplicative Identity, Commutative, Associative, Multiplicative Inverse, Multiplication Property of Zero) 1.05 Use the Distributive Property of Multipication over Addition to simplify arithmetic and algebraic expressions 1.06 Use the axioms of real numbers to complete algebraic proofs
2. The learner will locate numbers on the number line and the coordinate plane	2.01 Graph sets of real numbers on the number line 2.02 Graph ordered pairs of numbers on the coordinate plane and find the coordinates of points on the plane 2.03 Graph linear equations in two variables 2.04 Graph a relation on the coordinate plane 2.05 Graph the solution sets of systems of linear inequalities in two variables 2.06 Graph a function on the coordinate plane 2.07 Graph a quadratic function on the coordinate plane 2.08 Find an equation of a circle from its geometric properties and graph the equation 2.09 Write and graph equations of parabolas 2.10 Write and graph equations of ellipses 2.11 Write and graph equations of hyperbolas
3. The learner will perform operations with real numbers	3.01 Add real numbers 3.02 Subtract real numbers 3.03 Multiply real numbers 3.04 Divide real numbers 3.05 Use $<$ or $>$ to compare two numbers 3.06 Simplify expressions involving zero and negative exponents 3.07 Multiply and divide numbers written in scientific notation 3.08 Write a rational number as a terminating or repeating number
4. The learner will solve linear equations	4.01 Solve equations in one variable 4.02 Solve equations involving absolute value 4.03 Solve and apply equations with rational coefficients 4.04 Solve literal equations and formulas
5. The learner will solve linear inequalities	5.01 Solve inequalities in one variable 5.02 Find the solution sets of combined inequalities 5.03 Solve inequalities involving absolute values
6. The learner will solve systems of linear equations	6.01 Find solution sets of open sentences in two variables with given replacements for the variables 6.02 Find the slope of a line, given two points on a line, an equation of the line, or the graph of a line 6.03 Find an equation of a line, given its slope and the coordinates of a point on the line, or the coordinates of two points on the line, or its slope and y-intercept 6.04 Find the solution sets of pairs of linear equations in two variables 6.05 Use pairs of linear equations in two variables to solve problems 6.06 Find the solution sets of systems of three linear equations in three variables 6.07 Use the distance formula 6.08 Determine the coordinates of the midpoint of a segment 6.09 Determine if two lines are parallel or perpendicular by examining their slopes 6.10 Solve systems of linear equations by reducing the matrix of coefficients to triangular form 6.11 Solve systems of linear equations by using Cramer's Rule

7. The learner will perform operations with polynomials.	7.01 Add polynomials 7.02 Subtract polynomials 7.03 Multiply a polynomial by a monomial 7.04 Multiply two binomials by using special product formulas (Square of a binomial, product of the sum and difference of two binomials) 7.05 Multiply a binomial and a polynomial 7.06 Find the quotient of two monomials 7.07 Divide one polynomial by another one of lower degree 7.08 Use synthetic division to divide a polynomial by a linear binomial 7.09 Factor monomials and find the greatest common factor (GCF) and least common multiple (LCM) of two or more monomials 7.10 Factor special polynomials (Perfect square trinomials, difference of two squares, sum or difference of two cubes) 7.11 Factor quadratic polynomials 7.12 Use factoring to solve an equation 7.13 Use polynomial equations to solve problems 7.14 Use factoring to solve inequalities 7.15 Find factors of polynomials with integral coefficients in which the coefficient of the term of highest degree is 1 7.16 Expand powers of binomials 7.17 Write the general form of the binomial expansion and find any particular term of an expansion
8. The learner will define a function and some of its characteristics	8.01 Find an equation defining a linear function, given either a point on the graph and the slope of the graph of the function or two points on the graph 8.02 Write an exponential function as a logarithmic function and write a logarithmic function as an exponential function 8.03 Use a table to find common logarithms and antilogarithms 8.04 Use logarithms to evaluate products, quotients, powers, and roots 8.05 Find the logarithms of numbers by using a base other than 10 8.06 Solve problems involving exponential equations
9. The learner will perform operations with algebraic fractions	9.01 Write algebraic expressions in lowest terms 9.02 Multiply and divide rational algebraic expressions 9.03 Simplify sums and differences of rational algebraic expressions 9.04 Simplify complex fractions 9.05 Solve fractional equations
10. The learner will solve problems involving variation	10.01 Use direct variation to solve problems 10.02 Use inverse variation to solve problems 10.03 Use joint variation to solve problems
11. The learner will solve quadratic equations	11.01 Complete the square to solve quadratic equations 11.02 Use the Quadratic Formula to solve quadratic equations 11.03 Use the discriminant of a quadratic equation to determine the nature of the roots 11.04 Write a quadratic equation given its solution set 11.05 Find the sum and product of the solutions of a quadratic equation 11.06 Use the coefficients of a quadratic equation to determine the nature of its roots 11.07 Determine the number of solutions of a quadratic system and approximate the solutions 11.08 Solve a system of two equations in which one or both of the equations are quadratic 11.09 Use complex numbers to solve quadratic equations
12. The learner will solve problems involving arithmetic and geometric sequences and series	12.01 Complete arithmetic sequences (progressions) and find arithmetic means 12.02 Find the sums of arithmetic series and use summation notation 12.03 Complete geometric sequences (progressions) and find geometric means 12.04 Find the sums of geometric series 12.05 Find the sums of geometric series having infinitely many terms
13. The learner will solve problems involving radical expressions	13.01 Find roots of real numbers 13.02 Use a calculator or book of tables to estimate the value of radicals representing irrational numbers 13.03 Simplify expressions involving sums of radicals 13.04 Simplify expressions involving products and quotients of radicals 13.05 Indicate the square root of a negative number as a complex number 13.06 Solve equations which contain radical expressions

14. The learner will investigate some techniques for problem solving	14.01 Solve "word problems" (number, age, coin, perimeter, digit, work, uniform motion) 14.02 Use inequalities as well as equalities to solve "word problems" 14.03 Solve "word problems" involving fractional equations 14.04 Use quadratic equations to solve verbal problems 14.05 Use the Pythagorean Theorem and its converse to solve problems 14.06 Use the Fundamental Counting Principle to solve problems 14.07 Solve problems involving permutations 14.08 Solve problems involving combinations 14.09 Solve simple probability problems
15. The learner will perform operations on matrices	*15.01 Add and subtract matrices *15.02 Find scalar products *15.03 Multiply matrices *15.04 Find the inverse of a matrix and use the inverse to solve systems of equations
16. The learner will use trigonometry to solve problems	16.01 Find the sine and cosine of an angle in standard position, given a point, other than the origin on the terminal side of the angle 16.02 Find the values of the six trigonometric functions of an angle, given a point other than the origin on the terminal side of the angle, or given the value of one of its functions and the quadrant in which its terminal side lies 16.03 Find the trigonometric function values of acute angles, in particular those of 30°, 45°, and 60° angles 16.04 Use tables to find approximations of the values of trigonometric functions of positive acute angles 16.05 Solve a right triangle, given either the measures of a side and an acute angle or the measures of two sides, and learn to solve problems involving right triangles *16.06 Use reference angles to find the values of the trigonometric functions of an angle of any given measure *16.07 Plot complex numbers in the complex plane, and express a given complex number in both a + bi form and the trigonometric form *16.08 Use the fundamental identities to rewrite a given trigonometric expression in terms of a specified trigonometric function *16.09 Prove a given trigonometric equation is an identity *16.10 Use identities for trigonometric functions of the sum and difference of two angles to simplify trigonometric expressions and to verify identities *16.11 Use double-angle and half-angle formulas to evaluate trigonometric expressions and to verify identities *16.12 Use the Law of Cosines to solve triangles and to solve practical problems *16.13 Use the Law of Sines to solve triangles and to solve practical problems *16.14 Use the formula $K=\frac{1}{2}$ bc sin A to find the area of triangle ABC *16.15 Measure angles in radians, and to convert from radians to degrees and from degrees to radians *16.16 Find values of the circular functions *16.17 Find the period and amplitude of various cosine and sine functions, and sketch the graphs of these functions *16.18 Graph the tangent, cotangent, secant, and cosecant functions in the coordinate plane *16.19 Evalute expressions involving the inverse sine and inverse cosine functions *16.20 Evaluate expressions involving the Arc sine, Arc cosine, Arc tangent, Arc cotangent, Arc secant, and Arc cosecant functions *16.21 Solve trigonometric equations

* These indicators would be included in an enriched course but not in a basic course

Reading

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Reading

The purpose of the Competency Goals in reading is to present a sequential developmental reading program beginning with pre-reading skills and continuing through grade 12. It is intended to be used as a resource guide. Efforts have been made to use common terms coupled with simple definitions for clarity. In the development of skills at each level, consideration was given to skills presented in the State's basal reader series, the objectives of the State's annual testing program and professional knowledge.

Ten strands are used in the Competency Goals:

- Pre-reading
- Vocabulary
- Phonic Analysis
- Structural Analysis
- Contextual Clues
- Literal Comprehension
- Interpretive Comprehension
- Critical Comprehension
- Study Skills
- Appreciation

Pre-reading skills are identified at the kindergarten level. Vocabulary development, three levels of comprehension, study skills and appreciation is included at all levels. Word attack skills such as phonic analysis is addressed at the K-3 level. Structural analysis skills and contextual clues are included at the K-3 and 4-6 levels. Review of some of these word attack skills may be needed at higher levels for students experiencing difficulty in identifying words.

As students progress through the grades, their reading ability should increase. As the content changes, many strategies used at the primary level may be appropriate at other levels. Also, students do not learn reading skills in any one sequential order; however, some skills are more appropriate for one level than for another.

Reading is not a simple mechanical skill. Properly cultivated, reading is essentially a thought process. It should be developed as a complex organization of higher mental processes embracing all types of thinking, evaluating, judging, imagining, reasoning and problem solving. Every effort should be made to make reading interesting and enjoyable.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will demonstrate adequacy of *oral expression.*	1.01 Name *classroom objects* as measured by teacher judgment 1.02 Interpret and verbalize *picture books* as measured by teacher judgment 1.03 Retell a *simple story* as measured by teacher judgment 1.04 Express *complete thoughts* as measured by teacher judgment 1.05 Remember and reproduce a *simple sentence* as measured by teacher judgment 1.06 Interpret and verbalize *picture books* as measured by teacher judgment 1.07 Demonstrate memory of *nursery rhymes, short poems,* and *finger plays* by recitation 1.08 Construct simple *story endings* and spontaneous stories on a given subject
2. The learner will demonstrate adequacy of *visual discrimination* and *memory*	2.01 Recognize *likenesses and differences* in colors, sizes, shapes, letters, and words as measured by teacher judgment 2.02 Assemble a simple *puzzle* (part-to-whole) as measured by teacher judgment 2.03 Use *directionality* such as: looks at books from front to back, from left-hand page to right-hand page, and follows print from left to right and from top to bottom as observed by teacher 2.04 *Verbalize picture details* as measured by teacher judgment 2.05 Select and identify *details* as measured by teacher judgment 2.06 Recognize and match *upper* and *lower case letters* 2.07 Recognize and recall *letters in sequence*
3. The learner will demonstrate adequacy of *auditory discrimination* and *memory*	3.01 Identify sources of *common sounds* (firetruck, train, door closing, running water) 3.02 Reproduce verbally *two* and *three syllable words* as measured by teacher judgment 3.03 Hear and identify *rhyming words* 3.04 Hear and identify *minimal differences* in words (not-cot; cat-cap; hat-hit) as measured by teacher judgment 3.05 Recognize *sounds* and *symbols* for consonants 3.06 Listen to a *brief description* of an object and identify the object 3.07 Repeat a *sequence of words* or *letters* from memory
4. The learner will demonstrate an adequate *vocabulary*	4.01 Show an understanding of the *meaning of words* such as in, on, before, right, left, some, none, different, and alike by following teacher directions and responding to records such as Hap Palmer records and for playing "Simon Says" or Looby Loo 4.02 Understand *ideas through listening* by answering questions 4.03 Recognize *own name in print* as measured by teacher judgment 4.04 Show an awareness that *printed words* represent spoken words (Language Experience) 4.05 Show *interest in words* and *symbols* as measured by teacher judgment 4.06 Use *appropriate vocabulary* in "everyday" speech 4.07 Recognize that words are used in *predictable order* and that letters also occur in predictable order within written words as measured by teacher judgment 4.08 Recognize a few *words* such as: a, look, my, I, stop, go, play, etc. 4.09 Recognize the *inflectional ending s* to form plurals
5. The learner will demonstrate adequate *comprehension skills*	5.01 Show an *interest in books and materials* 5.02 *Listen* to a story or poem and retell 5.03 Remember *information* from stories read aloud by answering simple questions 5.04 *Sequence story events* orally or by using pictures 5.05 *Follow oral directions* as measured by teacher judgment 5.06 Use *picture clues* to identify unknown words, clarify concepts, and to make inferences as evidenced by oral responses and measured by teacher judgment 5.07 *Classify* real or pictured items (animals, people, food) 5.08 Construct an *inference* about the outcome of a story

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
6. The learner will develop *oral vocabulary*	6.01 Develop *oral vocabulary* sufficiently to convey ideas as measured by teacher judgment 6.02 Understand ideas through *listening* by retelling a story or poem 6.03 *Dictate* simple sentences and stories 6.04 Recognize and read the printed form of *own vocabulary*
7. The learner will recognize and use *high frequency words*	7.01 Recognize, pronounce, and understand *high frequency words* on sight such as the Dolch 220, Kucera Francis List, etc. 7.02 Recognize and read orally *survival* words such as the Corlett Wilson Essential Vocabulary List
8. The learner will recognize and use words in *basal* readers	8.01 Increase *basal reading word knowledge* through the basal reading series by selecting from a list of words the ones named by the teacher
9. The learner will recognize and use words specifically related to *content areas*	9.01 Expand and refine *general vocabulary* in the context of various content areas as measured by teacher judgment 9.02 Increase knowledge of *technical vocabulary* as measured by vocabulary texts or teacher judgment 9.03 Recognize *content words* on vocabulary charts
10. The learner will understand and use *special types* of *word groups*	10.01 Recognize *signal words* such as: who, what, where, when, how, however, whereas, therefore, and because 10.02 Understand *multiple meanings* of words by using the appropriate word in context Ex. We fished from the *bank* of the river. Mother will *bank* the fire. We put our money in the *bank*. 10.03 Understand and use *synonyms* (words having the same or nearly the same meaning) by matching the words Ex. good — well big — large tiny — little 10.04 Understand and use *antonyms* (words having opposite meanings) by matching the words Ex. pretty — ugly up — down tall — short fat — thin big — little 10.05 Understand and use *homonyms/homophones* (words that sound the same but have different spellings and meanings) by writing sentences Ex. maid — made I — eye not — knot see — sea by — buy tail — tale know — no there — their sun — son whole — hole so — sew would — wood 10.06 Understand and use *homographs/heteronyms* (words having the same spelling but different meanings) by writing sentences Ex. bow fair charge 10.07 Understand oral and written *figurative language by explaining the meanings of idiomatic expressions* Ex. *Read Amelia Bedelia* by Peggy Parrish Ex. Draw pictures depicting literal interpretations of idioms

PHONIC ANALYSIS (Letter/Sound Relationship)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
11. The learner will understand and use *consonant letters* and *consonant clusters*	11.01 Identify a picture with a consonant sound in the *beginning* and *ending* position when pronounced or written by the teacher 11.02 Select from a list of words the words which have the same *beginning cluster* (blends – two or more letters blended together to make one sound) as the guide word (fl, cl, tr, spl, sn, str, etc.) *cl*ap | clean city cup blend *sn*ail | soil block snake saw *thr*ead | three swim tape tread 11.03 Select from a list of words the word which has the same *consonant digraph* (two letters that represent one sound) sound as the guide word such as th, wh, tch, qu, ck, ph, gh, ch, sh ele*ph*ant | water selfish television half 11.04 Select from a given list of words which have the same *ending consonant cluster* (blends) (nd, ft, mp, st, etc.) swi*ft* | start loft song truck sou*nd* | round wild small want ju*mp* | lump junk jeep scrape 11.05 A. Identify the appropriate sounds of *soft* and *hard g* (g followed by i, e, or y usually has the j sound, g followed by a, o, or u usually has a regular sound, as in goal) by selecting the word with the same sound as the guide word giant | gently jump goat girl | good just gone B. Identify the appropriate sounds of *soft* and *hard c* (c followed by e, i, or y usually has the s sound, c followed by a, o, or u usually has the k sound) by selecting the word with the same sound as the guide word city | bicycle some carrot cat | kite city coin
12. The learner will recognize *consonant digraphs*	12.01 Select from a list of words the word which has the same *consonant digraph* (two leters that represent one sound) sound as the guide word such as th, wh, tch, qu, ck, ph, gh, ch, sh ele*ph*ant | water selfish television half *wh*eel | whale water wall cherry
13. The learner will recognize *silent letters* in words	13.01 Identify the *silent letter(s)* in words Ex. *k*nife, gnome, de*b*t, bom*b*, straig*h*t
14. The learner will identify *short* and *long vowel* sounds	14.01 Identify words with *short* or *long vowel* sounds Ex. hop cake
15. The learner will apply *vowel generalizations*	15.01 Apply vowel generalizations • One vowel in a one syllable word, the vowel is usually short Ex. dog • Two vowels in a one syllable word, the first vowel is usually long and the second vowel is usually silent Ex. beet, take • Words containing a vowel followed by "r", the vowel is "r" controlled Ex. far, fur, fir, corn, her • Words containing oo, the vowel may be either short or long Ex. moon, foot • Words containing igh or eigh have a long vowel sound Ex. light, weigh • Y and w are sometimes vowels Ex. dry, pony, cymbal, brown, cow, thaw
16. The learner will use *word families* (phonograms)	16.01 Make *word families* by adding one initial consonant to endings such as all, ay, ot, ell, at, ill, oke, ind, old, ail, unk, ound, eed, ump, ive, and unny 16.02 Use the alphabet, letter by letter, to form *word families*

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STRUCTURAL ANALYSIS (Study of Word Parts)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
17. The learner will use *structural analysis* in identifying words	17.01 Recognize and use *compound words* (combination of two words usually retaining the meaning of both words) Ex. baseball, cowboy, policeman, snowman 17.02 Recognize and use *root words* with simple prefixes and suffixes Ex. unhappy, displease, jumping, lovely 17.03 Recognize and use *inflectional endings* Ex. jumping, looked, hops, gardener, slippery, summary The boy (jumping/jumped) down from the tree. 17.04 Apply rules in forming *plurals* • *Add s* to root words Ex. book — books • *Add es* to words which end in s, ss, ch, sh, x, z Ex. dress — dresses • Change the y to i before adding es Ex. fairy — fairies • Change f to v and add es Ex. calf — calves • Change irregular words Ex. foot — feet, deer — deer 17.05 Recognize and use *contractions* in context Ex. Mary *doesn't* like her cake. 17.06 Use syllables to identify words of one, two or three syllables (Each *syllable* must contain a vowel sound) 17.07 Recognize and use *possessives* Ex. child — child's children — children's
18. The learner will use *contextual clues* to understand and identify words	18.01 Rely on *background experiences* Ex. Mother and Jane went to the store. They bought sugar, flour, apples, and eggs. They went to the _____ store. Ex. Use *pictures* 18.02 Read the *complete sentence* to find clues Ex. The boy _____ off the bike. 18.03 Use the *definition* of a word Ex. A grapefruit is a round, greenish-yellow, juicy fruit. 18.04 Use *contrast* or *comparison* Ex. This pail is full, but the other one is _____. 18.05 Use *figurative language* Ex. The child was *quiet as a mouse.*

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
19. The learner will *recall events* in sequence	19.01 Arrange a picture story in order of events 19.02 *Recall events* in *sequence* by recalling what happened first, second, third in a paragraph or story
20. The learner will *follow simple directions*	20.01 Read and follow *printed directions* Ex. model airplane, recipes, etc.
21. The learner will refine the skill of *classification*	21.01 *Classify* phrases as to where, when, why 21.02 *Classify* into appropriate categories Ex. objects, animals, people, feelings, and words

22. The learner will recognize the *main idea* and *details*	22.01 Express the *main idea* and supporting detail of a picture, sentence, paragraph or story 22.02 Describe *details* of a character 22.03 Use basal reader to *locate specific details* to answer a given question
23. The learner will identify the *setting* of a story	23.01 Recognize *place, period* and *time span* of a story

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
24. The learner will identify *cause* and *effect relationships*	24.01 Determine *cause* and *effect* relationship through nursery rhymes Ex. Little Miss Muffet 24.02 Determine the activity (*cause*) and its results (*effect*) in a picture or sentence Ex. The hot campfire burned the hotdogs. Cause: hot campfire Effect: burned the hot dogs
25. The learner will identify *inferred ideas*	25.01 Make *inferences* from the *information* in a paragraph or story Ex. We have twelve inches of snow on the ground. I do not think we can _____ _____ _____ _____. 25.02 Predict *future action* by listening to or reading a story and giving an appropriate ending
26. The learner will identify the implied *main idea*	26.01 State the *implied main idea* in a given selection Ex. *The Tortoise and the Hare*
27. The learner will employ *character analysis*	27.01 Describe the feelings, behavior, motives and reactions of story characters in a given selection Ex. *Little Red Hen*
28. The learner will discover *relationships*	28.01 Given a *concept word* such as weather, respond with words which are related Ex. snow, wind, rain, sun, etc. 28.02 Respond to a question by giving appropriate *related words* Ex. A leaf is one part of a tree. Name another. Ex. Name some things that hop. Ex. What can you do with a wagon?
29. The learner will *draw conclusions*	29.01 *Draw conclusions* on a riddle type paragraph Ex. I am big and red. I carry big ladders and water hoses. I go to fires. Who am I? 29.02 *Verify conclusions* by summarizing the information supporting the conclusion

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
30. The learner will *evaluate statements*	30.01 Identify *true, false, fact, opinion,* and *make believe* or *real* Ex. True: Rose is the name of a flower. False: Daisies are usually red. Fact: Raleigh is the capital of North Carolina. Opinion: Everyone likes to live in Raleigh. Make believe: Fairies dance at night. Real: Bicycles have two wheels.

31. The learner will *form judgments*	31.01 *Form judgments* by selecting the best solution to a problem Ex. *Hansel and Gretel* 31.02 *Make judgments* by asking questions such as: Do you think . . . . Why do you think . . . . 31.03 State *personal reaction* to a given selection Ex. Would you like to have the witch for a friend in *Snow White*? Why? Why not?
32. The learner will determine *author's competence*	32.01 Judge the *author's qualifications* by contrasting Ex. Who is better qualified to write about football, a movie star or a football player? 32.02 Compare two biographies of the same person written by different authors

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
33. The learner will use the skill of *alphabetizing*	33.01 Recognize and *alphabetize* the 26 letters of the alphabet by filling in the blanks Ex. a b _ _ e _ g _ _ _ 33.02 *Alphabetize* words using initial single letters, first two letters, and first three letters of words Ex. cat coat black dog climb blue elephant cake blend bat cup blown
34. The learner will use *book parts*	34.01 Locate and interpret information by answering questions using a *table of contents* 34.02 Locate and define words in a *glossary* 34.03 Locate information and answer questions using the *title page* 34.04 Locate information and answer questions using an *index*
35. The learner will use *dictionary skills*	35.01 Apply pictionary and dictionary skills by stating whether a word would be located in the *beginning, middle,* or *end* of pictionary or dictionary 35.02 Determine the words that would be found on a dictionary page with *guide words* go, grin Ex. gopher, green, gone, gum 35.03 Select the *one appropriate meaning* for a given situation Ex. My watch has *run* down run 1. go faster than walking: Have you ever run a mile? 2. go in a hurry: Run to the store. 3. go; move; work: Why won't my watch run? 4. cause to go or work: Mom runs a machine. 5. The act of running: He came down the street on the run. 6. Run down means stop going or working. 7. Run out means come to an end. ran, run, running.
36. The learner will use *resources*	36.01 Locate in a *telephone directory* specific information Ex. emergency numbers, a friend's telephone number, and where to buy a pet rabbit 36.02 Locate in a *TV schedule* specific information Ex. Time of the "Charlie Brown Special" Channel for "The Undersea World"
37. The learner will interpret *pictorial materials*	37.01 Find specific *map locations* by answering questions such as: What town is shown? What is the main street that goes through the town? 37.02 Locate specific information using a *legend* on a map 37.03 Interpret and find specific information on a simple *graph, chart, calendar* 37.04 Create *charts* showing story details, modes of transportation to and from school, field day experiences, etc. 37.05 Use the *globe* to locate countries and regions
38. The learner will use the *media center*	38.01 *Locate* and *check-out* appropriate materials

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
39. The learner will enjoy a *variety of children's literature*	39.01 Read or listen to *poems* and *stories* daily Ex. Picture books, fairy tales, folklore, legends, and myths 39.02 Participate in *choral readings* and *dramatizations* of stories 39.03 View children's *plays, puppet shows, Children's Theater,* children's *movies, filmstrips,* and *films* 39.04 Differentiate between *fiction* and *non-fiction* *Ex. Pippi Longstockings* Pippi is an orphan who lives alone with her monkey and a horse. Although she is only nine years old, she can hold her own with anyone. Pippi is so strong that she can pick up a horse or a man and throw him into the air. George Washington was the first president of the United States. He was born in Virginia and lived at Mt. Vernon. 39.05 Differentiate between *biography* (the story written of a person's life) and *autobiography* (the story of a person's life written by that person) Ex. *Daniel Boone* by James Daugherty *Journey into Childhood, the Autobiography of Lois Lenski* *Pocahontas* by Ingri and Edgar P. D'Aulaire *Martin Luther King: The Peaceful Warrior* by Ed Clayton 39.06 Read or listen to *multi-ethnic* literature 39.07 Differentiate between *poetry* and *prose* 39.08 Recognize different *forms of verses* such as • *haiku* (an unrhymed Japanese poem of three lines containing 5, 7, 5 syllables respectively and usually referring to nature) Ex. Oh soft fluffy, flakes, Floating from heaven above Linger on till spring • *limerick* (form of a five-line verse) Ex. There once was a very fat cat Who sat on a very tall hat He sat for a while And started to smile For that was the end of the hat • *cinquain* (a five line unrhymed verse) Ex. Snow Glistening, white Sliding, sitting, flowing Glittering, soft, feathery, drifting Flour • *couplet* (two line rhyme) Ex. There was a black cat Who sat on his hat 39.09 Read and listen to *fables* Ex. Aesop's *The Fox and the Grapes* 39.10 Participate in *book fairs, parades, dress-up days,* and other motivational activities
40. The learner will use *literature* for self expression	40.01 Use literature for self expression through *drama, movement, music, creative writing,* after reading or listening to various forms of literature 40.02 Use pattern writing Ex. *The Pickety Fence* by David McCord 40.03 *Read* and *recite* from literature such as *Mother Goose, ABC,* and picture books 40.04 Read or listen to children's *literature of yesterday* such as *Tom Thumb,* and *Cinderella* 40.05 Read or listen to children's *literature of today* such as *Winnie the Pooh,* and *Caps for Sale* 40.06 Illustrate stories read

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
41. The learner will show *increased vocabulary*	41.01 Identify the appropriate meaning for a word used in context Ex. What is the *matter*? A rock is solid *matter*. 41.02 Use oral vocabulary to convey precise meaning
42. The learner will use and understand *content area vocabulary*	42.01 Use *content area vocabulary* by associating correct meaning with words unique to the subject area Ex. Put the insect on the *slide* under the microscope. 42.02 Keep a vocabulary notebook for each content area subject
43. The learner will understand and use *special types* of *word groups* in oral and written language	43.01 Understand and use *multiple meanings* Ex. Mary will eat the sweet roll. Shirley will roll her hair. The dog will roll over. 43.02 Understand and use *synonyms* (words having the same or nearly the same meaning) Ex. liquid fluid walk stroll A. Rank synonyms as to the degree of intensity Ex. breeze gale wind B. Restate the author's meaning 43.03 Understand and use *antonyms* (words having opposite meanings) A. Change the underlined word so the sentence has an opposite meaning Jack *likes* candy B. Add the words along the continuum between antonyms beautiful ___ ___ ___ ___ ___ ___ ___ ugly 43.04 Understand and use *homonyms/homophones* (words that sound the same but have different spellings and meanings) by creating two sentences for each word Ex. waste waist great grate 43.05 Understand and use *homographs/heteronyms* (words having the same spelling but different meanings) by creating two sentences for each word Ex. tear live conduct 43.06 Understand and use *analogous* words by completing lists Ex. *Animal* *Group* | *Animal* *Offspring* lions pride | goat kid wolves pack | cow calf 43.07 Understand and use oral and written *figurative language* A. Understand and use *similes* by comparing two things using words such as like, than, or as Ex. The child's smile melted like a snowflake. B. Understand and use *metaphors* by comparing and contrasting two unlike objects Ex. The road was a ribbon of moonlight . . . C. Explain meanings of *idiomatic expressions* Ex. Hit the nail on the head Beat around the bush • Illustrate *idiomatic expressions* D. Understand *personification* (giving human qualities to inanimate objects) Ex. The racing skiers laughed as the wind whispered secrets in their ears. E. Understand *onomatopeia* (words that sound like what they mean) Ex. The egg went splat on the floor. F. Understand *slang* expressions by explanation Ex. bread = money wheels = modes of transportation (car, motorcycle) G. Identify *cliches* Ex. The tablecloth was white as snow. H. Understand *dialects* by restating the meaning of spoken or written communication

STRUCTURAL ANALYSIS (Study of Word Parts)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 44. The learner will use *structural analysis* in identifying words	44.01 Identify words using *prefixes* Ex. dis - not | re - again | tri - three | un - not | in - not non - not | ex - out | sub - under | pre - before | mono - one bi - two | anti- against | uni - one | mis - wrong | trans - cross 44.02 Identify words using *suffixes* Ex. able - capable of being | al - relating to ant/ent - state of, person who | ward - in the direction of ive - like or pertaining to | less - without or free from ation, tion, ion - process or action | ship - state of ance - state of | hood - state of ous - full of | y - full of ment - action or process 44.03 Identify words using *Greek* and *Latin roots* Ex. graph, gram - write | log, logy - study tele - far | aqua - water circum - circle | photo - light fac - make | bio - life voc - voice | scrib, scribble - write grand - great | metro - measure hydr - water | micro - small homo - same | scope - see chron - time | aud - hear 44.04 Identify *comparative* and *superlative* forms in sentences Ex. The grass is _____ than yesterday. wet, wetter, wettest Ex. Jim was the _____ of all the boys. more handsome, most handsome

CONTEXTUAL CLUES (How the Word is Used in a Sentence)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6 45. The learner will use *contextual clues* in identifying unknown words	45.01 Rely on *experiences* Ex. Daddy and John drove up to Peppi's. The tables were covered with red and white checked tablecloths and the menu listed Italian food. John ate _____ that night. 45.02 Use the *definition* of the word within the context Ex. His *tenacious* attitude kept Billy from quitting. 45.03 Use *contrast* and *comparison* to complete the thought in a sentence Ex. That door is _____ but this one is unlocked. 45.04 Use the meaning of a *familiar cliche* to identify unknown words Ex. Even though I was angry, my mother said that I should *hold my tongue*. 45.05 *Reflect* on the *mood* or *situation* described in the passage to identify unknown words Ex. Mary nearly skipped as she hurried along. Her *winsome* smile and the twinkle in her eye told everyone how happy she was. Gerald's face was red and perspiration streamed down. Gerald was _____. 45.06 Use *synonyms* to identify unknown words Ex. The man was a vagabond, or wanderer, and he had no real home. 45.07 Use *summary clues* to identify an unknown word Ex. The object was round and it had a greenish glow. We could hear a beeping sound as it came closer. It looked as if it hovered right above the trees. Even though we were scared we knew that it was a flying _____.

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
46. The learner will identify *events* and *ideas* in *sequence*	46.01 *Recall events* and ideas in *sequence* by stating what happened first, second, third, fourth, and fifth in a paragraph or story 46.02 Given 5 or 6 statements out of sequence, put them in correct sequence
47. The learner will refine the ability to *follow directions*	47.01 Read and follow *printed directions* Ex. Building a model Following a recipe 47.02 Write a set of *directions* and give to another student orally 47.03 Rewrite *printed directions* which come with an unassembled object (grill, bookcase) 47.04 Find a *telephone number* in the yellow pages for mini-bike repair service
48. The learner will use the skill of *classification*	48.01 Classify *ideas* and *concepts* into appropriate categories 48.02 Classify *traits* of a leading character and one supporting person of the same book or story 48.03 Select the *unrelated* words in series and give reasons
49. The learner will identify the *main idea* and *details*	49.01 Recognize the *main idea* of a paragraph or story 49.02 Recall the *supporting details* of the main idea of a paragraph or story Ex. Nobody lives in the enormous, old dwelling on the corner of my street. Clouds seem to hover around it as to hide some ghostly secret of long ago. The house always looks very dark, and odd noises can be heard in the house on moonless nights. The house seems to breathe of mystery and intrigue. Questions: 1. What is the main idea of the paragraph? 2. Read three supporting details. 49.03 *Verify answers* about a reading selection Ex. In the above paragraph about the mystery house, is it stated that the house has ghosts? If so, read the statement.
50. The learner will identify *character traits*	50.01 Choose words which best *describe* a character 50.02 Compare *likenesses* and *differences* of character traits 50.03 Describe character and *verify* the description

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
51. The learner will identify *cause/effect* statements	51.01 Complete the sentences by giving the *cause of the action* Ex. Bill ran down the street because _____. Mary went to the piano teacher because _____. 51.02 Complete the sentence by giving the *effect of the action* Ex. It was raining so hard the _____. 51.03 Identify a *cause* and state many possible *effects* Ex. tornado
52. The learner will identify *implied main ideas*	52.01 Given a selected title, state what the selection is about Ex. *The Wonderful Flight To The Mushroom Planet* 52.02 Cut headline off newspaper story and let the student create a "new" headline and then compare with original headline

53. The learner will employ *character analysis*	53.01 *Describe a character* by giving name, physical appearance and behavior Ex. Slim was a tall jovial man. He had a bushy head of blond hair. Slim often laughed a deep hearty laugh. When he was amused, deep wrinkles appeared in the corners of his tanned cheeks. 1. What best describes his appearance? 2. What best describes his behavior? 3. The paragraph gives the impression Slim's personality is _____. 4. Identify ways the author reveals characterization 53.02 Compare personality of Slim's with another character 53.03 *Describe feelings* of a character at a particular time Ex. One fire was licked but there were plenty more and not enough people to stem the creeping orange menace. Kristie, with tears running down her sooty face, came up to Neil. How does Kristie feel? 53.04 *Analyze* a character's action and suggest a possible *reason for the action* Ex. Tom needed to get the doctor. He was worried about his mother. Tom walked down the dangerous hillside to use the telephone. Why did Tom act as he did? 53.05 *Compare* and *contrast* characters from similar reading selections
54. The learner will *draw conclusions*	54.01 Draw *conclusions* Ex. Tommy was very thirsty when he got home from school. He went to the refrigerator and got out the orange juice. In the cabinet, he found his favorite drinking cup. What do you conclude that Tommy did then? 54.02 Verify conclusions by identifying supporting evidence
55. The learner will *predict outcomes*	55.01 Make *predictions* of what is to come next after a portion of the story is read 55.02 *Write, tell* or dramatize a sequel to a story
56 The learner will respond to the *mood* of a passage	56.01 Describe the *mood* which corresponds to a passage Ex. Phillip wiggled his toes in the warm water. Summer had come at last. He thought of all the things he would do on his vacation.
57. The learner will identify *setting*	57.01 Use clues to determine *location, historial period* and *time span* Ex. Last month Dad took me fishing. We got up early in the morning about 5:30. We drove for an hour and a half, then we walked a mile through the forest to the lake. Dad caught more fish than I did. I caught the smallest one. When we returned home we had fish for dinner.
58. The learner will identify *analogous* relationships	58.01 Respond to a written analogy by selecting the word or phrase which completes the relationship Ex. *Origin.* Cow is to leather as tree is to _____. (butter, paper, farm) Ex. *Part-to-whole.* Nose is to face as toes are to _____. Ex. *Function.* Key is to starter as door handle is to _____. Ex. *Process.* Cleaver is to cut as pen is to _____. (write, pen, mistake) Ex. *Characteristic.* Quills are to porcupine as scales are to _____.

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
59. The learner will make *generalizations*	59.01 State a *generalization* based upon a reading selection and give the author's supportive evidence for that generalization Ex. "People need food to survive." 59.02 Given several statements, identify the *generalization* Ex. Dental care is important to a healthy person. My neighbor's house is painted green. The freight train passes through Greensboro on its way to Baltimore.

60. The learner will analyze information and *form judgments*	60.01 Identify *author's purpose(s)* for writing a selection Ex. *Aesop's Fables* 60.02 Identify the *author's perspective* 60.03 State the difference between the author's *factual* statements, *opinions* and *personal* reactions 60.04 Determine whether *adequate information* has been read to make a sound judgment or answer a question 60.05 Relate *personal values* and *opinions* Ex. Why do you think Mike took the bicycle? What makes you think so?
61. The learner will identify *content* written to influence or persuade	61.01 Identify *propaganda* and give examples from magazines, newspapers, and other reading materials Ex. This razzle dazzle soap powder will clean your clothes cleaner than ever before! 61.02 Given a selection, identify *persuasive* words and phrases
62. The learner will distinguish *fact* from *opinion*	62.01 Underline sentences of *fact* in red, sentences of *opinion* in blue and sentences of both *fact* and *opinion* in green 62.02 Identify words which *signal opinion* Ex. believe, think, seem, may, appear, probably, likely, possibly 62.03 Find examples of *facts* and *opinions* in the newspaper under news stories, editorials, letters to the editor, advertisements, political speeches, etc. and classify
63. The learner will determine *author's competence*	63.01 *Compare* relevant information from several sources 63.02 *Evaluate* author's qualifications
64. The learner will give *personal reactions*	64.01 State reactions to: A. *Character Development* Ex. How did the author make you feel that you knew the character? B. *Story Setting* Ex. How did the author make you feel that you were in the story setting? C. *Plot Development* Ex. What was the climax in the story?

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
65. The learner will use the skill of *alphabetizing*	65.01 Alphabetizing words to the *fourth letter* Ex. away awake award await aware 65.02 Ask 10 friends to tell how their telephone number is listed in *telephone directory*. Write name, telephone number and directory page number
66. The learner will use *dictionary skills*	66.01 Locate words in the dictionary by use of *guide words* 66.02 Use *pronunciation keys* to pronounce unknown words
67. The learner will refine skills of locating and interpreting information using *book parts*	67.01 Respond to questions with information from a *table of contents* Ex. On what page does Chapter 5 begin? What is the topic? 67.02 Use *indexes* to find page numbers for topics and subtopics Ex. Space space travel development of flight plan history of

	67.03 Use *glossary* to locate definitions 67.04 Use *chapter headings* and *sub-headings* to locate information 67.05 Use *guide letters* to find information Ex. In which volume will you find information on horses?
68. The learner will refine skills of locating information using *sources*	68.01 Use *maps* to determine direction, distance, land formation, climate, time zones, population, scales of miles, locations, distances 68.02 Use *graphs* and *tables* to determine comparisons 68.03 Use the *card catalog* to locate information by subject, author and title 68.04 Use *atlases, almanacs, pamphlets, picture files, magazines, indexes, newspapers,* etc. to research a topic 68.05 Use *cross references*
69. The learner will organize *information*	69.01 *Outline* three or more paragraphs of an expository selection by selecting and ordering main points and details 69.02 Write concise *summaries* of stories and expository materials of five or more paragraphs 69.03 *Organize information* from at least *three sources* as a basis for making reports 69.04 Read questions at the end of chapter before reading chapter
70. The learner will adjust *reading rate*	70.01 *Scan* to locate specific details 70.02 *Skim* for an overview of material 70.03 Vary rate according to *type of material* Ex. science textbook leisure reading 70.04 Vary rate according to *purpose* Ex. following directions pleasure reading 70.05 Vary rate according to *readability level* Ex. vocabulary sentence length 70.06 Vary rate according to *background of experience*

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-6	
71. The learner will enjoy a *wide variety* of literature	71.01 Appreciate literature representing *ethnic groups* and *cultures* Ex. Russian Folk Tales – *The Fox and the Hare* African Folk Tales – *The Cow-Tail Switch* Japanese Folk Tales – *Little One-Inch* American Indian Folk Tales – *Red Swan* Black Folklore – *Brer Rabbit* 71.02 Choose to *read* as a classroom activity 71.03 Extend interest in *different types* of literature Ex. Short Stories – From *Mouse Tales* by Arnold Lobel Novel – *Isle of Blue Dolphins* by Scott O'Dell Poem – "Dreams" by Langston Hughes Biography – *A Man Named Washington* by Gertrude Norman Autobiography – Solomon Northup's Story Play – *Tom Sawyer* by Mark Twain 71.04 Extend interest in *variety of forms* by choosing to read and write haiku, cinquain, limericks, ballads, fables, etc. 71.05 Recognize the elements of poetry – *rhyme, rhythm, imagery* 71.06 Read or listen to *award books*
72. The learner will use *literature* for self expression	72.01 Express feelings and reactions to literature through *puppets, choral reading, dramatics, sculpture, collage, mobiles, illustrations, paintings, dioramas, stitchery, creative writing, etc.*

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
73. The learner will show *increased vocabulary*	73.01 Use the vocabulary in context of selected *basal texts* 73.02 Refine the *precision of vocabulary*
74. The learner will understand *special types* of *word groups* in oral and written language	74.01 Understand *multiple meanings* as they are used in context Ex. The car is a lemon. Mother asked me to buy a small yellow citrus fruit at the store. Ex. The show was a hit. John was the hit man. 74.02 A. Understand and use *synonyms* (words having the same or nearly the same meaning) as presented in basal texts or other appropriate material by writing sentences Ex. precious pessimistic subtract B. Rank *synonyms* as to the degree of intensity Ex. pink ___ ___ ___ ___ magneta 74.03 A. Understand and use *antonyms* (words having opposite meanings) as presented in basal texts or other appropriate material by writing sentences Ex. ordinary superior extensive B. Add words along a continuum between *antonyms* Ex. miniature ___ ___ ___ ___ ___ colossal 74.04 Understand and use *homonyms/homophones* (words that sound the same but have different spellings and meanings) by creating sentences Ex. marshall-martial mustard-mustered rein-rain-reign 74.05 Understand and use *homographs/heteronyms* (words having the same spelling but different meanings) by creating sentences Ex. Conduct: The guard will *conduct* the prisoners to jail. An adult's *conduct* is observed carefully by children. 74.06 Understand and use *figurative* language A. Understand and use *similes* (a figure of speech in which one thing is likened to another) • Read sentences containing *similes* and explain what the simile means Ex. When Sarah heard the ring, she took off for the phone like a rocket • Rewrite sentences using *similes* to paint brighter word pictures Ex. We saw Mr. Jones running very fast after the bus. (We saw Mr. Jones dash after the bus as if being chased by stampeding cattle.) • Change the simile in a sentence to a *metaphor* (an analogy without *like* or as) Ex. My dad is like a baby about going to the dentist. My dad is a baby about going to a dentist. B. Understand *idiomatic expressions* by restating meaning Ex. "eat humble pie", "pay through the nose", etc. C. Understand *personification* (human qualities) in a selection Ex. The racing skiers laughed as the wind whispered secrets in their ears. D. Understand *onomatopoeia* (words that sound like what they mean) Ex. The egg went splat on the floor. E. Understand *allusion* (an implied reference to someone or something) Ex. "The patience of Job" (Job in the Old Testament) F. Understand *hyperbole* (obvious exaggeration) Ex. "His arms dangled a mile" G. Understand *alliteration* (repetition of initial consonant sound) Ex. Speak gently, spring, and make no sudden sound

75. The learner will understand *changes* in *language* and the *coinage* of *new words*	75.01 Recognize that morphemes are combined in a variety of ways to *form new words* as the changing culture demands Ex. aqua (water) + nautes (sailor) = *aquanaut* motor + hotel = *motel* 75.02 Recognize that *words may be blended* to form words with new meanings as the changing culture demands Ex. breakfast + lunch = *brunch* smoke + fog = *smog* 75.03 Recognize the *elevation of meaning* (amelioration) and *lowering of meaning* (pejoration) Ex. *elevation of meaning* knight: formerly, any youth; today, associated with royalty *lowering of meaning* pirate: formerly, any adventurer: today, an outlaw on the seas 75.04 Use newspapers or magazines to identify newly coined words

STRUCTURAL ANALYSIS (Study of Word Parts)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
76. The learner will use *structural analysis* in identifying words	76.01 Understand and use Greek and Latin *prefixes* and *roots* Ex. multi - many auto - self mal - bad poly - many bene - good macro - large extra - outside inter - between contra - against ir - not laud - praise dic, dict - to say biblio - book hetro - difference mari - sea omni - all, everywhere per - through 76.02 Understand and use *suffixes* Ex. fy - to make cide - killer ic - like ee - one to whom something is done itis - inflammation

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
77. The learner will *recall* events and ideas in *sequence*	77.01 Rearrange the names of the U.S. Presidents in the order in which they were elected Ex. Thomas Jefferson Franklin Roosevelt Herbert Hoover Jimmy Carter Harry Truman Richard Nixon 77.02 Demonstrate the sequence of events by placing them on a *time line* 77.03 Trace a *sequence of events* such as the events that led to the War of 1812 77.04 Recall sequence of *time* and space by numbering in chronological order the steps in a process, such as getting ready to start a car Ex. Before you start your car, check to see that your emergency brake is disengaged. Fasten your seat belt. Make certain that the car is in "park". 77.05 Follow the proper sequence in writing *personal* and *business* letters 77.06 Develop a *time line* of historical events in relation to an individual's life time

78. The learner will *follow directions*

78.01 Follow *printed directions* such as placing designated point on a grid to complete a design or drawing
78.02 Follow the *step by step procedure* in a science experiment
78.03 *Write directions* for performing a simple task
Ex. Loading a gun
78.04 *Follow directions* to complete forms
Ex. driver's license application, social security card application, voter registration form, library card application, change of address application, employment application, credit card application, membership application (discount store, clubs, etc.), loan application, bank forms (signature card, deposit, savings, personal check), etc.
78.05 Follow *step by step directions*
Ex. assembling simple models, threading a sewing machine, following a recipe, following a dance pattern, etc.

79. The learner will use the skill of *classification* or *categorization*

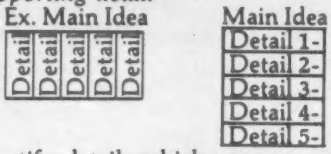
79.01 *Group* a set of words under two topics that are given
Ex.

Transportation	*Occupation*
chariot	
stagecoach	
	professor
ricksha	
	lawyer
	custodian
	ophthalmologist
	pediatrician
monorail	
aviatrix	

79.02 Write a paragraph using categories as main ideas and objects as supporting details
79.03 Use an object and categorize in as many ways possible (form, function, texture, color)
Ex. *battery* — cube, power, smooth, black

80. The learner will recognize the *main idea* and *supporting details*

80.01 State or rewrite the *main idea* in a series of paragraphs, a story, etc.
80.02 Underline the sentences that are *details* and circle the *main idea* in a paragraph
80.03 Create diagrams which illustrate the relationship between *main idea* and *supporting detail*
Ex.



80.04 Identify details which are *necessary* and *unnecessary* to the main idea
80.05 Given a selected title, *state opinions* about the content of the selection

81. The learner will *summarize* a passage

81.01 Read a passage and *restate* the *main idea*
81.02 Identify the *best summary* from 3 or 4 summaries of a selection and give reasons for your choice
81.03 Read a selection and write a *one sentence summary*

82. The learner will identify *character traits*

82.01 Identify *details* describing the character(s) represented
82.02 *Compare* likenesses and differences of two characters
82.03 Make *charts* identifying character traits
Ex. appearance, oral expression, gestures, mannerisms, etc.

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
83. The learner will identify *cause/effect relationships*	83.01 Read the last page or column of a short story and *write* a beginning for the story and *compare* with author's beginning 83.02 From background information of a "President", discuss the *factors* for a decision and give its *effect*

84. The learner will *draw conclusions*	84.01 State a conclusion for a *paragraph* or *story* 84.02 Read several references and *identify* the *facts* that support a conclusion 84.03 Analyze a selection, draw *conclusions*, and make *generalizations* Ex. To finish his bedroom Jeffrey bought veneer boards, long nails, hinges, steel rods, screws, paint and glue. The next weekend was Memorial Day and he would have three days of vacation. 1. What did Jeffrey plan to do next weekend? (drawing conclusions) 2. Are three-day holidays appropriate for remodeling projects? (making generalizations)
85. The learner will identify *implied main idea*	85.01 Choose a *title* for a paragraph, selection or short story and verify answer 85.02 Explain *why* the author gave a specific title to a selection 85.03 *Rewrite* a paragraph and state main idea in first sentence
86. The learner will *predict outcomes*	86.01 Make predictions A. How would our lives have been different, if the Germans had won World War II B. What would happen if certain ecological balances were disturbed
87. The learner will respond to the *mood* and *setting* of a selection	87.01 *Rewrite* a comedy as a tragedy and a tragedy as a comedy 87.02 Identify the *mood* of a poem, story, etc. Ex. "Wind Song" by Lilian Moore 87.03 Describe how the setting influences the *plot* of the story, the *outcome* of the *battle*, etc. 87.04. Discuss the factors that are necessary in creating an *authentic setting* Ex. food, clothing, manner, transportation, politics
88. The learner will employ *character analysis*	88.01 Make a list of *adjectives* that describe the main character(s) 88.02 *Compare* and *contrast* two characters in a selection 88.03 Analyze the reasons for a character's *actions* 88.04 Identify the author's means of eliciting *sympathy*, *empathy*, or *rejection* for a character
89. Identify *analogous relationships*	89.01 Respond to a written analogy by selecting the word or phrase which completes the *proverb* Ex. Err: _____ (human) : : forgiveness: devine Laughs: last: : laughs: _____ (best) 89.02 Identify the *type* of relationship the analogy signals Ex. *Plural.* House: houses: : mouse: _____ (mice) *Degree.* Warm: boiling: : _____ (cool) : freezing *Characteristic:* fur: fox: : _____ (feather) : owl *Hymonym.* wrap: rap: : Knight: _____ (night) *Antonym.* indigence: wealth: : poverty: _____ (affluence)

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
90. The learner will make *generalizations*	90.01 Identify *ideas* in a selection that support a generalization 90.02 Given a generalization such as "People need people" state *supporting facts*
91. The learner will *analyze information* and form judgments	91.01 Judge *validity of sources* in relation to a specific research project 91.02 *Compare* a *topic* from one or more sources to identify areas of agreement or disagreement such as newspaper ads, reviews of television shows, music, etc.

	91.03 *Compare* identical *themes* in different books, state personal preference and explain reasons Ex. *The Yearling* by Marjorie Rawlings *Call It Courage* by Armstrong Sperry 91.04 Find examples of *facts* and *opinions* in the newspapers, under news stories, editorials, letters to the editor, advertisements, political speeches, etc. and classify
92. The learner will identify content written to *influence* or *persuade*	92.01 Recognize examples of *propaganda devices* in advertisements in newspapers, magazines, TV commercials and political speeches, and state the device used and its implications for the public Ex. *Band wagon* (being like others) — "Join the Crowd" *Testimonial* (tribute) — "Famous stars advertising cosmetics" *Plain folks* (identifying with the group) — "Candidate kissing babies" *Bad names* (unpleasant connotations) cheap *Glad names* (pleasant connotations) pleasantly plump *Transfer* (one thing related to another) — "Beauty queen selling products" 92.02 Identify propaganda that is both *acceptable* and *unacceptable* 92.03 Identify ideas in an editorial or other article(s) which are written to *subtly influence* the reader
93. The learner will determine the *author's competence*	93.01 Read two selections on a given topic and *compare* the *qualifications* of the authors 93.02 Select an article and check *author's qualifications*
94. The learner will determine the *author's attitude* and *opinions*	94.01 Read articles on the *same topic* by *different authors* and answer questions: • Does author A approve or disapprove of the person described in the article? • What is author B's attitude toward the person • Explain how you feel toward the person • How do you know the author's attitude 94.02 Identify and react to examples of the author's *fairness, prejudice, bias,* or *point of view* in textbooks, magazines, newspapers, etc.
95. The learner will *make comparisons* of various styles of writing	95.01 Compare a story(s) and poem(s) on the *same topic* by *different authors* 95.02 Compare *styles* of two or more poets 95.03 Analyze *lyrics* in popular music

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
96. The learner will *locate* and *interpret information* using a variety of sources	96.01 Locate information in the library by using the *card catalog* (author, title and subject cards) in writing reports, essays, etc. 96.02 Locate information by using A. *Encyclopedias* • Main topic and section headings • To write reports • To compare two different encyclopedia articles on same subject B. *Dictionaries* • To determine the etymology of a word (brackets beside the word) • To determine appropriate *meaning* of a word in a given context C. *World Almanac* • To find facts Ex. Nobel Peace Prize this year D. *Reader's Guide to Periodical Literature* • To locate three articles on a specific topic E. *Atlas* • To locate a specific place Ex. The body of water that separates Europe and Africa F. *Biographical Dictionaries* • To locate two or more noted writers and state their major accomplishments

G. *Thesauruses*
- To locate variety of words to give more precise meaning

H. *Special Indexes*

96.03 Use *book parts*

Ex.
- title page
- table of contents
- glossary
- index
- visual aides (maps and graphs)
- chapter headings
- subheadings
- words in italics
- color coding
- marginal notes
- footnotes
- jacket summaries
- appendixes
- other

96.04 *Scan* to locate specific information

Ex. Scan an index to state page number on which topic is explained
Scan an article to locate figures of speech

97. The learner will *select* and *organize* information

97.01 Select appropriate *sources*

97.02 *Skim* for an overview of material

Ex. Skim a chapter to locate main ideas

97.03 *Adjust reading rate* according to the type of material, purpose for reading, readability level, background of experiences

Ex. Comic book, text information, popular music magazine

97.04 *Organize information* by:

A. *Outlining* using major headings, subheadings, and details of subheadings
B. Writing concise *summaries*
C. Using *time lines*
D. Taking *notes*
E. Using *maps, charts, graphs*
F. Writing *precis*
G. Using *SQ3R* (Survey, Question, Read, Recite, Review) as a study technique

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
98. The learner will enjoy a wide variety of *literature*	98.01 Appreciate literature representing different *ethnic groups* and *cultures* Ex. *Call of the Wild* by Jack London "Lochinvar" by Sir Walter Scott "The African" by Alex Haley "A Proposal of Marriage" by Anton Chekhov "The Highwayman" by Alfred Noyes "Roberto Clemente: Super Star" by Arnold Hano 98.02 Demonstrate an interest in *pleasure reading* A. Read as a *leisure* activity B. Re-read *favorite* selections C. Show an interest in building a *personal library* D. Keep a record of *library book* reading E. Read to explore *career opportunities* related to literature F. Develop a *personal value system* for evaluating literature and showing tolerance for reading preferences of others G. Read for the *joy* of it 98.03 Extend interest in different types of literature such as novel, drama, folk tales, essays, articles, news reports, short stories, biographies, autobiographies, television and movie scripts, graffiti and recording lyrics A. Compose *original* stories, poems, lyrics, or scripts to depict a period of history B. Express *ideas* through artistic media such as graphics, sculpture and painting C. Dramatize a poem, play or short story depicting a *historical event* D. Use poems for *choral reading* such as "Casey at the Bat"

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
99. The learner will show *increased vocabulary*	99.01 Project thoughts and ideas in *conversation* (informal) and *public speaking* (formal) 99.02 Express thoughts and ideas in acceptable *written form* 99.03 Convey *precise meaning* by choosing the appropriate word from a variety of words having generally the same definition Ex. Choose a word from the list to complete the sentence. height, elevation, sublimity, altitude, prominence, loftiness, tallness Because of his _____ in the neighborhood it became evident that he should be the leader.
100. The learner will recognize and use words specifically related to *content areas*	100.01 Recognize and use *specialized* and *technical* vocabulary in the *content area* Ex. *science* — photosynthesis, phylum, hertz *social studies* — electorate, federalism *math* — integer, theorem *English* — adjective, conjunction
101. The learner will understand and use *special types* of *word groups*	101.01 Recognize words having *multiple meanings* and understand the appropriate meaning in context Ex. *culture* — cultivation of soil (agriculture) *culture* — growth of bacteria (science) *culture* — social and artistic expression of society (social science) *power* — source of energy (physics) *power* — the product of the multiplication of a quantity by itself (math) *power* — strength (political science) Ex. Write three sentences using three definitions of the word *root* 1. Find the square *root* of 49. 2. What is the *root* of the word *unhappy*. 3. The love of money is the *root* of all evil. Ex. Recognize the denotation and connotation of words and phrases chicken — fowl, chicken — coward 101.02 Recognize and use *synonyms* (words having the same or nearly the same meaning) Ex. Write six words which mean the same or about the same as the word *transcribe* (copy, write, reproduce, engross, decode, decipher) 101.03 Recognize and use *antonyms* (words having opposite meanings) Ex. Write five words having the opposite meaning of *young* (senior, aged, antique, elder, old) 101.04 Recognize and use *homonyms/homophones* (words that sound the same but have different spelling and meaning) Ex. The musicians played, and the (*cymbals* — symbols) clanged like thunder. It was, of (coarse — course), deafening. 101.05 Recognize and use *homographs/heteronyms* (words having the same spelling but different meaning) Ex. The *minute* particle drifted in the wind. Tom will be ready in a *minute*. 101.06 Understand and use *figurative* and *expressive* language Ex. *similie:* (An analogy in which two dissimilar things are shown to be alike, at least in one respect. In a similie, the word *like* or *as* is used) Ex. Silence will fall like dew. *metaphor:* (Like similes, metaphors are analogies, but *like* or *as* is not used) Ex. They are two peas in a pod. *hyperbole:* (Overstatement, obvious exaggeration) Ex. He was ten feet tall! *alliteration:* (Repetition of an initial sound) Ex. A sweet song of sadness . . .

onomatopoeia: (A word formed by imitating the natural sound association with the action)
Ex. The *tap tap tap* of rain leaking through the roof . . .
personifications: (The technique of representing a thing or an animal as a person)
Ex. The stream ate the bank to widen itself.
idiomatic expressions: (An accepted phrase contrary to the usual patterns of the language)
Ex. Next time he will call your bluff.
allusions: (An indirect reference to a place, person or thing)
Ex. We met our *Waterloo.*
euphemism: (A pleasant term for what may be an unpleasant idea)
Ex. The graveyard is now called memorial park.
generalizations of meaning: (Broadening the original meaning to include other meanings)
Ex. He *shipped* the carton by air.
irony: (Subtle sarcasm in which the literal meaning is opposite of the intended)

102. The learner will understand changes in language and the *coinage of new words*

102.01 Recognize that *words or word parts may be blended* to form new words
Ex. Medicaid (medical – aid)
microphobia (fear of small things)
agribusiness (business of agriculture)
telecast (television – broadcast)
102.02 Recognize the *elevation of meaning* (amelioration) and *lowering of meaning* (pejoration)
Ex. *lowering of meaning*
villian – formerly, a feudal serf
today, depraved scoundrel
102.03 Recognize that some words become more generalized or specialized
Ex. meat – formerly, any food
today, beef
102.04 Extend understanding of *word origins* and *expressions*
102.05 Recognize *acronyms* (words formed by using the first letter(s) of each word in a name)
Ex. UNESCO – United Nations Educational, Social, Cultural Organization
SALT – Strategic Arms Limitation Talks
CETA – Comprehensive Employment Training Act

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
103. The learner will identify *sequence* of events	103.01 Place random statements in *chronological order* Ex. _____ The driver of the black truck with the dented fender is arrested. _____ Police call ahead to check all black panel trucks traveling on Route 95. _____ Four trucks fit the description but all the truck drivers and trucks are released. _____ A black truck crashed through a toll bridge gate. 103.02 List in order the events leading to a specific happening
104. The learner will *follow directions*	104.01 *Follow stated directions* to complete tasks Ex. Balance a check book and interpret bank statement. Draw a map from written directions. Follow a footnote form. Write and/or interpret classified ads. Follow a recipe. Follow directions for care and cleaning garments. Conduct an experiment in science class. Wire a circuit. Follow medical instructions for health care.

104.02 *Follow stated directions* to complete forms
Ex. Application for driver's license, Social Security, membership cards.
Employee's withholding exemption.
Voter registration.
Military service, school, or training program.
Application for insurance or credit.
Application for employment and job resume.
Income tax.

105. The learner will understand *categorization* and *classification*

105.01 Place a given list of words in designated categories (bustle, tricorn hat, mini skirt, etc.)

Ex.

Wearing Apparel of the Centuries		
20th	18th	16th

106. The learner will recognize the *main idea* and *supporting details*

106.01 Identify the main ideas from a selected passage
Ex. Medicare helps pay medical bills for eligible persons. The medicare provisions of the legislation which were enacted in 1976 amended the Social Security Act. The program continues to reimburse physicians on a cost basis. Medicare is a health insurance program run by the Social Security Office.
Main idea: Medicare is a health insurance program.
Supporting Detail 1 — Medicare reimburses physicians.
Supporting Detail 2 — Medicare is run by the Social Security Office.

106.02 State details of a selection by answering questions of *who, what, when, where, why, how*

107. The learner will *summarize information*

107.01 Read several articles on the same topic and write a paragraph *combining information*
Read a book or selection and write a *one sentence summary*

108. The learner will identify *character traits*

108.01 Make a list of *adjectives* describing the main character(s)
Identify a character with *opposite character traits* from the one portrayed in a selection

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
109. The learner will identify *cause* and *effect relationships*	109.01 Identify cause and effect relationships by selecting a newly passed law or legal decision and anticipate possible *effects* 109.02 Find similar situations in history, *analyze* the *causes* of both situations and compare the *effects*
110. The learner will *draw conclusions*	110.01 Examine a well founded conclusion and identify statements implied in the selection to *verify* the conclusion 110.02 Examine a false conclusion and identify implications to show it is a false conclusion
111. The learner will identify *implied main idea*	111.01 Write a *topic sentence* expressing the main idea of a selection 111.02 In *ten words* or less (as in a telegram) state the main idea 111.03 Explain why the author gave a specific title to a selection
112. The learner will make *predictions*	112.01 Read the first part of a selection and write three possible *endings* 112.02 Listen to the nightly news and *write* the headlines for tomorrow's paper

113. The learner will respond to the *mood* and *setting* of a selection	113.01 Read a selection and write *adjectives* to describe the mood the author intended 113.02 Describe how the mood of the story *affected* the characters 113.03 Describe the *setting* of a selection with 100 years difference in time span (past or future) 113.04 Describe the setting and its effects on *events* in a selection
114. The learner will employ *character analysis*	114.01 Identify influence in a character's life which caused the development of certain *values* 114.02 Describe the *ideals* and *beliefs* of a main character and how they influenced the outcome of events 114.03 Based on character analysis, state possible *reasons* for a political leader's action
115. The learner will identify *analogous relationships*	113.01 Identify the *relationship* of written analogies Ex. *Antonyms.* disparity: equality: : divulge: _____ (suppress) *Similarities.* enervate: stimulate: : expedite: _____ (hasten) *Part-to-whole.* twitch: movement: : twang: _____ (dialect) *Whole-to-part.* forest: tree: : comb: _____ (teeth) *Degree.* plump: obese: : underweight: _____ (emaciated) *Number.* 7: 49: : 6: _____ (36) *Origin.* gold: jewelry: : glass: _____ (window) *Plurals.* dish: dishes: : child: _____ (children) *Function.* carpet: floor: : astroturf: _____ (field)

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
116. The learner will make *generalizations*	116.01 Read several selections on the same topic, make a statement which is supported by *all* the *selections* 116.02 Select a *proverb* (Time and tide wait for no men) and make statements to support the generalizations
117. The learner will *analyze information* and form judgments	117.01 Identify content written to *influence* or *persuade* Ex. Newspaper editorial 117.02 Recognize and explain fallacies in reasoning Ex. *mistaken causal relationships* Chanticleer thought the sun came up because he crowed each morning *statistical fallacy* In 1940 a salesman only made $1800. By 1970 he was making ten times more or $18,000. He was ten times wealthier. (What about cost of living?) *begging the question* (deductive reasoning, assuming) I get poor grades from bad teachers. I got a poor grade. I had a bad teacher. *hasty generalization* Jan, June and Jill all received an *A* on geometry. Sam, Joe and John made *B*'s. Therefore, girls are smarter than boys. 117.03 Recognize information which *distorts* meaning or fails to support the main idea 117.04 Note *discrepancies* in two or more selections and determine which selection is more valid 117.05 Use an advertisement to distinguish expressions of *emotional appeal* from facts

118. The learner will identify *content written to influence*

118.01 Recognize propaganda techniques, evaluate logically, and determine its effects
Ex. *Bad names:* (unpleasant connotations) cheap
Glad names: (pleasant connotations) pleasantly plump
Transfer: (one thing related to another) showing the American flags to increase the sale of certain items
Testimonial: (tribute) famous people advertising cars
Plain folks: (identifying with the group) candidate kissing babies
Card stacking: (presenting only one side of an argument) lawyer presenting a case
Band wagon: (being like others) join the crowd
118.02 Interpret editorial *cartoons*

119. The learner will determine *author's competence*

119.01 Find out as much as possible about the author's background to determine author's *qualifications*
119.02 Read what well known authorities say about a particular author

120. The learner will determine *author's attitude* and *opinions*

120.01 Determine the author's purpose for writing
120.02 Find phrases which indicate the author's *fairness, bias, fallacies* in reasoning, etc.

121. The learner will make *comparisons* of *various styles* of writing

121.01 Determine the *style* of writing used by the author
Ex. satire, humor, exposition, etc.
121.02 Compare and contrast selections on the *same topic* written by *different authors*
121.03 Find examples of a *common idea* expressed in different writings
Ex. poetry, prose, music, short story, etc.
121.04 Choose an appropriate *style* of writing for communicating an idea

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
122. The learner will *locate information*	122.01 *Locate information* in a library by using the *card catalog* 122.02 *Locate information* by using: Ex. encyclopedias; dictionaries; telephone books; guides (TV, etc.); newspapers; almanacs; *Reader's Guide to Periodical Literature*; atlas; biographical dictionaries; thesauruses; Vertical File or Information File; special indexes 122.03 Use *book parts* Ex. title page; table of contents; glossary; index; visual aides (maps, graphs); chapter headings; subheadings; words in italics; color coding; marginal notes; footnotes; jacket summaries; appendixes; other 122.04 *Scan* (glance rapidly) to locate specific information 122.05 Distinguish between *primary and secondary sources*
123. The learner will *select* and *organize* information	123.01 *Select appropriate sources* of information 123.02 *Summarize information* from a variety of sources 123.03 *Skim* (view quickly) a section of printed matter in order to get an overall view 123.04 *Adjust reading rate* in relation to the purpose for reading and the level of difficulty 123.05 *Organize information* Ex. outlines; flow charts; time lines; special order descriptions (floor plan, etc.); labeled sketches

	maps charts graphs (pi, line, bar, pictograph) other 123.06 Use *study strategies* Ex. outlining notetaking summarizing paraphrasing underlining precis writing SQ3R – Survey, Question, Read, Recite, Review REAP – Read, Encode, Annotate, Ponder PQRST – Preview, Question, Read, Summarize, Test 123.07 Demonstrate *proofreading* techniques 123.08 Use *cross references*
124. The learner will demonstrate increased *self-direction*	124.01 Given a project, show increasing *self-reliance* 124.02 Given a series of tasks, demonstrate *initiative* and *self-reliance*

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
125. The learner will enjoy and appreciate a *wide variety* of *literature*	125.01 *Choose to read* as a leisure activity 125.02 Read Ex. *novels and short stories* to note plot and characterization *drama* to develop imagery of setting and description *newspapers and magazines* to discover types of content and to be selective in choice *essays* to note purpose of writer (inform, entertain, persuade) *poetry and prose* to note the rhythm and emotional impact of words *biographies and autobiographies* to live vicariously, to empathize *technical material* to develop or extend special interest 125.03 *Express a preference* for certain types of literature 125.04 Recognize and read writings of different cultures 125.05 *Recognize dialect* (regional or ethnic) and understand common foreign words 125.06 Recognize conflicts in beliefs by *examining different opinions or philosophies* in written material 125.07 Identify actions based on beliefs of characters and state *personal agreement or disagreement with the action*

Science

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Science

The science competency goals and performance indicators are provided for teacher and curriculum leadership personnel use. They represent the efforts of scores of teachers and supervisors from across the state and the state staff of the Department of Public Instruction. The competency goals are correlated very closely with the content, attitudes, and skills sections of the state science course of study as they appear in the *Course of Study for Elementary and Secondary Schools K-12.*

Development of a document to assist all science and leadership personnel in developing and implementing science programs at the local level which meet the needs of all students has been the major objective of this endeavor. An effort was made to provide a document with flexibility which permits special curriculum development that will ensure programs suited to the needs of all students being served and yet comprehensive enough to ensure well-balanced programs throughout the state.

The following questions and answers are an attempt to clarify the intent of the science competency goals and performance indicators and to give direction for their most effective use.

1. What are competency goals?
   Answer: Competency goals are defined as the ends toward which a student's learning is directed. These are broad statements of general direction or purpose.

2. What are performance indicators?
   Answer: Performance indicators are defined as reasonable measures of progress toward those goals.

3. May additions be made to the competency goals and performance indicators?
   Answer: Yes. The goals are correlated very closely with the topics listed in the state science course of study. If other topics seem appropriate for the students being served, local personnel are encouraged to develop additional goals and indicators to cover such topics. The performance indicators are by no means all-inclusive. Local personnel are encouraged to develop other indicators and alter the ones provided if such action is deemed necessary.

4. Can the sequence be changed?
   Answer: Yes. The sequence is very similar to that used by many teachers of the various science courses across the state. Yet, if a different sequence seems more appropriate for a particular group of students or situation, an altered sequence may be used.

5. Are the competency goals and performance indicators arranged in sequence to correlate with any textbook?
   Answer: No. The intent was to develop competency goals and performance indicators which correlate closely with the state science course of study and encompass a balanced science program at all levels. Users of the goals and indicators are encouraged to use a variety of textbooks to achieve the goals.

6. What is the interpretation of the "suggested grade level(s)" indicated for levels K-6?
   Answer: The suggested grade levels, in parentheses following the performance indicators for levels K-6, offer the indicator for use in measuring progress of students at that level(s) toward a related goal. (Examples: (K-3) suggests that the indicator be used at levels K-3 to measure student progress toward a related goal; (2-3) suggests that the indicator be used at levels 2-3, but not at levels K-1; (3) suggests that the indicator be used only at level 3.

Areas of study which support each goal should still be covered at each level, even if the related indicator is not to be used. In such cases, a student may need to study an area several times before being able to demonstrate adequate performance.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	Suggested Grade Level(s)
Grades K-3 *Biological Science*		
1. The learner will understand that there are many kinds of living things	1.01 Group pictures or examples of familiar plant, animals, and objects into living and nonliving categories	(K-3)
	1.02 Group pictures or examples of familiar plants and animals into plant and animal categories	(K-3)
	1.03 State or list the common name(s) of some animals that fly, swim, walk, crawl, run, or hop	(K-3)
	1.04 Name and describe some animals that are very big and very small	(K-3)
	1.05 Describe or name some plants that are very big and very small	(K-3)
2. The learner will understand that living things exhibit basic similarities and differences	2.01 Describe how two examples of different animals or plants are alike and how they are different	(K-3)
	2.02 Describe examples of different animals by color, size, shape, and type of locomotion (movement)	(K-3)
	2.03 Describe different kinds of animals by their outer coverings such as skin, feathers, scales, or hair	(K-3)
	2.04 Identify food, air, water, and proper temperature as being essential to animal life	(K-3)
	2.05 Describe three ways two animals or plants of the same kind (species) are alike and three ways they differ	(1-3)
	2.06 Identify food, air, water, and a proper temperature range as being essential to plant life	(1-3)
3. The learner will understand that living things grow, develop, reproduce, and die	3.01 Sequence the stages of human development (baby, child, adult)	(K-3)
	3.02 Identify leaves, stems, and roots of a green plant	(K-3)
	3.03 Describe the conditions necessary for a bean seed to sprout (germinate) and grow	(1-3)
	3.04 Identify the sequence of complete insect development when given examples of the egg, larva, pupa, and adult stage of an insect	(2-3)
	3.05 List examples of animals that are either born alive or hatched from eggs	(2-3)
	3.06 Place pictures depicting a plant's life cycle in proper order	(2-3)
4. The learner will understand that living things are a product of heredity and environment	4.01 Match parents and offspring when given examples of both	(K-3)
	4.02 Match examples of animals with their natural surroundings (environment)	(2-3)
	4.03 Describe the different living conditions (habitats) of several diverse organisms and their adaptations to the conditions	(3)
	4.04 Describe several environmental influences that limit the number of plants and animals surviving in each generation such as food supply, water, etc.	(3)
5. The learner will understand that living things exist in a state of interdependence	5.01 Describe an example each of an animal-animal and animal-plant pair which shows dependence of each member of the pair on the other	(2-3)
	5.02 Describe a group of similar organisms living and reproducing in an area as a "population"	(2-3)
	5.03 Describe plants and animals that can and cannot survive in a specific environment when given examples	(2-3)
	5.04 Identify similarities and differences in two communities such as a desert and a pond	(3)
	5.05 Identify a food chain when given examples of several different organisms	(3)
	5.06 Identify plants as being the primary source of food for all animals	(3)
	5.07 Identify producers and consumers when given common examples	(3)

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		Suggested Grade Level(s)
Physical Science		
1. The learner will understand that all objects can be classified and/or described by their properties	1.01 Name at least four properties of an object such as size, shape, weight, color, and texture when given an object	(K-3)
	1.02 Group objects according to the properties of weight, size, shape, color, and texture when given a collection of different objects (six to ten)	(K-3)
	1.03 Group objects according to the material of which they are made when given a collection of objects (six to ten)	(K-3)
	1.04 Describe properties of objects through the senses of touch and/or smell when given a collection of objects (six to ten)	(K-3)
	1.05 Arrange objects in serial order according to a given property such as length, weight, and size when given a collection of objects (six to ten)	(1-3)
2. The learner will understand that all matter takes up space and has weight	2.01 Predict that a tumbler will not fill up with water when it is pushed mouth downward into an aquarium of water because it contains air	(1-3)
	2.02 Predict that a balloon containing air is heavier than one not inflated. When both are compared on a balance, the answer is obvious	(1-3)
	2.03 Predict that the water level will rise when objects are placed into a bowl of water and conclude that objects take up space	(1-3)
	2.04 Weigh and measure a group of objects in given units	(1-3)
	2.05 Predict that a liquid will take the shape of a container as it (liquid) is poured into a container	(2-3)
3. The learner will understand that matter exists in three states: solids, liquids, gases	3.01 Describe the changes which occur when an ice cube melts	(K-3)
	3.02 Predict that water vapor will condense from the air onto the outside of a sealed jar filled with water and ice cubes	(2-3)
	3.03 Describe the changes of state (solid, liquid, gas) as an ice cube melts and evaporates	(2-3)
4. The learner will understand that energy interacts with matter to produce changes	4.01 Describe the change caused by interaction of the sun's energy and a thermometer when a thermometer is placed in sunlight	(2-3)
	4.02 Describe the activity of a turned-on flashlight as an example of an object releasing energy	(2-3)
	4.03 Predict that when a container of water is placed on a heat source and heated, the liquid will eventually turn into a gas	(2-3)
5. The learner will understand that there are many *forms* of energy	5.01 List several forms of energy such as electrical, heat, and light	(2-3)
6. The learner will understand that gravitational, magnetic, and electrical forces affect all objects in the universe	6.01 Sort a collection of objects according to magnetic and non-magnetic properties	(K-3)
	6.02 Identify gravity as the force responsible for causing objects to fall	(2-3)
	6.03 Identify the force of a magnet pushing another magnet without contact as magnetic	(2-3)
	6.04 Describe the interaction of a balloon and a wall when an inflated balloon is rubbed through one's hair and placed on the wall as caused by an electrical force (This experiment works best in a cold, dry atmosphere.)	(2-3)
	6.05 Describe the interaction of an electrical circuit containing a wire, battery (flashlight "D" cell), and bulb as being caused by an electrical current	(2-3)
Earth-Space Science		
1. The learner will understand that the sun is the earth's chief source of energy	1.01 Predict that a rock placed in the sunlight will get hotter than one placed in the shade	(K-3)
	1.02 Identify the sun as the source of heat when objects are placed outside on a sunny day	(K-3)
	1.03 Describe changes in temperature between early morning and midday	(K-3)
	1.04 Indicate fossil fuels come from plants and animals that once lived on the earth	(3)

		Suggested Grade Level(s)
2. The learner will understand that the earth's surface is always changing	2.01 Describe earth surface changes which occur during summer, fall, winter, and spring	(K-3)
	2.02 Draw four separate pictures showing different weather patterns, i.e., rain, hurricane, snow, etc.	(1-3)
	2.03 Identify ways the earth's surface has changed around the school, i.e., areas of erosion, cultivation, and weathering, after taking field trips on the school ground	(2-3)
	2.04 Trace a drop of water from the clouds back to the ocean when given a labeled drawing of the water cycle	(2-3)
3. The learner will understand that day and night are caused by the earth's rotation on its axis	3.01 Demonstrate day and night when given a globe and a light source to represent the sun	(1-3)
	3.02 Identify the earth as moving around the sun when shown pictures of the earth and sun	(2-3)
	3.03 Indicate that the time for the earth to make one rotation on its axis is 24 hours or one day	(2-3)
4. The learner will understand that the moon exhibits various effects on the earth	4.01 Show awareness that the moon has an effect on tides	(2-3)
5. The learner will understand that the study of fossils gives evidence of the kinds of plants and animals that once lived	5.01 Indicate that some animals do not live today and are known by their fossil remains	(2-3)
	5.02 Describe fossils as the remains of prehistoric life	(2-3)

ELEMENTARY SCIENCE/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades K-3		Suggested Grade Level(s)
1. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	1.01 Tell why lights and water should be turned off when not needed	(K-3)
2. The learner will enjoy learning activities related to concepts of science	2.01 Enjoy the challenge of formulating theories to explain observations when confronted with a challenge or problem	(K-3)
	2.02 Display enthusiasm, interest, persistence, and curiosity when participating in "hands-on" science-related activities	(K-3)
3. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	3.01 Make interpretations of observations and data obtained in experiments when asked to do so	(2-3)
	3.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem	(3)

ELEMENTARY SCIENCE/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	Suggested Grade Level(s)
Grades K-3		
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify properties of an object, i.e., shape, color, size, texture	(K-3)
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Group objects according to a given property such as shape, color, size, texture, or others	(K-3)
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Count objects when given groups of objects	(K-3)
4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Use words, simple drawings, diagrams, or charts to transmit information learned from a science experience	(K-3)

		Suggested Grade Level(s)
5. The learner will demonstrate the ability to measure *(Measuring is the ordering of things by magnitude such as length, area, mass, and volume. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Measure an object's dimension such as length when given an object and an appropriate measuring instrument	(K-3)
6. The learner will demonstrate the ability to predict *(Predicting involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Predict beyond the range of observed data when given a histogram (bar graph) showing a linear trend	(2-3)
7. The learner will demonstrate the ability to use space/time relations *(Using space/time relations means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe an object's position (above, below, beside, etc.) in relation to other objects when given a situation involving positions of objects	(K-3)
8. The learner will demonstrate the ability to infer *(Inferring involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or causes for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer one or more properties of an object based on observations through senses other than sight when given a concealed object	(2-3)
9. The learner will demonstrate the ability to interpret data *(Interpreting data is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 Interpret the information when given a simple histogram (bar graph)	(2-3)

		Suggested Grade Level(s)
10. The learner will demonstrate the ability to control variables *(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*	10.01 Identify variables such as water or light in an experiment on growing plants	(3)
11. The learner will demonstrate the ability to define operationally *(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*	11.01 State their working definitions based upon past experiences when given a list of terms such as heat, cold, car, or light	(2-3)
12. The learner will demonstrate the ability to formulate hypotheses *(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*	12.01 Develop a hypothesis to account for the observations when given a series of observations or a simple problem	(3)
13. The learner will demonstrate the ability to experiment *(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*	13.01 Design and conduct an experiment involving one variable when given appropriate materials and a simple problem (Variable — a factor which is subject to change such as the amount of water to be used in a plant experiment.)	(2-3)

		Suggested Grade Level(s)
14. The learner will demonstrate the ability to formulate models *(Formulating models is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Explain a phenomenon by developing models when given an unexplained observation such as dropping two similar balls which bounce at different heights	(3)

ELEMENTARY SCIENCE/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades K-12		Suggested Grade Level(s)
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument apropriate for the student's grade level or course	(2-3)
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them	(2-3)
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course	(2-3)

ELEMENTARY SCIENCE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades 4-6 *Introduction to Science*		Suggested Grade Level(s)
1. The learner will understand that science is a way of finding out through observation and experimentation	1.01 Suggest ways of finding a solution(s) of a given science problem by using a scientific method	(4-6)
2. The learner will understand that scientific discoveries help us live better lives	2.01 List several ways scientists' discoveries have improved living conditions for people	(4-6)
3. The learner will know that science is economically important	3.01 List ways that science is important to our economy 3.02 Explain the importance of science to people	(4-6) (4-6)

		Suggested Grade Level(s)
4. The learner will understand that science is systematically divided into various branches	4.01 Name and identify four major branches of science (i.e., biology, geology, astronomy, meterology, chemistry, physics, etc.)	(4-6)
5. The learner will recognize that science is built upon discoveries and contributions made by people	5.01 Add names of scientists and their contributions on a time line of scientific discoveries	(4-6)
Living Things		
1. The learner will understand the characteristics of life	1.01 Discriminate between living and nonliving things	(4-6)
2. The learner will understand that human body systems are made of many parts, each having different functions	2.01 Identify the function of major body parts 2.02 Identify four major body systems such as digestive, circulatory, respiratory, and muscular	(4-6) (4-6)
3. The learner will understand the basic characteristics of plants	3.01 Identify different plant groups (algae, fungi, mosses, ferns, seed plants, etc.) 3.02 List the basic characteristics of plants 3.03 Identify the major parts and functions of plants such as leaves, stems, roots, and flowers	(4-6) (4-6) (4-6)
4. The learner will understand the basic characteristics of animals	4.01 List the basic characteristics of animals 4.02 Identify different animal groups such as fish, amphibians, insects 4.03 Identify animals' basic needs such as food, protection, air, etc.	(4-6) (4-6) (4-6)
5. The learner will understand that the simplest animals are composed of one cell	5.01 Identify the cell as the basic unit of living things 5.02 List some of the simplest (one-celled) animals such as the amoeba and paramecium	(4-6) (4-6)
6. The learner will have an understanding of the importance of caring for the body through proper nutrition, health, and sanitary practices	6.01 Discriminate between good and bad health practices 6.02 Describe how disease-causing organisms enter the body such as entry through water, food, air, and skin 6.03 Identify from a list of foods a menu which includes the four basic food groups	(4-6) (4-6) (4-6)
7. The learner will have an understanding of ecology	7.01 Give a description of the immediate environment 7.02 Identify the sun as the initial source of energy in an ecosystem 7.03 Classify animals and/or plants according to habitats 7.04 Identify examples of natural resources 7.05 Define recycling 7.06 Identify one or more of the ways people have harmed the environment 7.07 Identify one or more ways in which individual citizens can help protect the environment	(4-6) (4-6) (4-6) (4-6) (4-6) (4-6) (4-6)
Matter and Energy		
1. The learner will understand that the metric system is the preferred measuring system in science	1.01 Make simple measurements in units of length, mass, and volume using the metric system units of measurement 1.02 State two advantages of the metric system such as being based upon ten and easy conversion within a given aspect of measurement such as length	(4-6) (4-6)

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		Suggested Grade Level(s)
2. The learner will understand that there are different kinds of matter	2.01 Give characteristics of different kinds of matter such as wood, glass, metal, and cloth after a laboratory exercise dealing with a variety of materials	(4-6)
3. The learner will understand that different kinds of matter have characteristic properties	3.01 Describe properties such as color, shape, weight, and texture of given objects	(4-6)
4. The learner will understand that matter exists in three states: liquids, solids, gases	4.01 State that the object such as a piece of ice in the process of melting is going from the solid state to a liquid state	(4-6)
	4.02 State that boiling water is going from a liquid to the gaseous state	(4-6)
	4.03 Classify a given substance according to its present state of matter	(4-6)
5. The learner will have an understanding of solutions	5.01 Make and describe a solution from given ingredients (i.e., salt and water)	(4-6)
6. The learner will understand that some solids are composed of crystalline structures	6.01 Distinguish between examples of crystalline and non-crystalline substances	(4-6)
7. The learner will understand the atomic structure of matter	7.01 Describe an atom	(4-6)
	7.02 Draw a simple atom showing its components	(4-6)
8. The learner will have an understanding of most common elements	8.01 Give the properties of some common elements	(4-6)
9. The learner will have a general understanding of the structure of molecules and atoms	9.01 Distinguish between an atom and a molecule	(5-6)
	9.02 Construct models of a simple atom or molecule using materials such as Styrofoam balls and toothpicks or construction paper	(5-6)
10. The learner will understand the difference between potential and kinetic energy	10.01 Identify the type of energy involved in a stationary object and in a moving object	(4-6)
11. The learner will understand that energy exists in several forms	11.01 List forms of energy involved (chemical, electrical, heat, light) where interaction is occurring such as a "switched-on" flashlight and a burning candle	(4-6)
12. The learner will be familiar with several uses of energy	12.01 State at least five uses of energy such as heating homes, running machinery, and transportation	(4-6)
13. The learner will be familiar with several sources of energy	13.01 Indicate that the primary source of energy is the sun after studying energy sources	(4-6)
	13.02 List several common sources of energy such as petroleum products, wood, and wind	(4-6)
14. The learner will have a general understanding of the relationship between matter and energy	14.01 Describe how energy can be obtained from matter such as the burning of wood and digestion of food	(4-6)
15. The learner will understand that changes in matter may be physical or chemical	15.01 Distinguish between chemical and physical changes such as the melting of ice and burning of a match	(4-6)

		Suggested Grade Level(s)
16. The learner will have a general understanding that when substances interact, the results may be a mixture or compound	16.01 Distinguish between mixtures and compounds	(6)
	16.02 Identify substances which are mixtures and compounds	(6)
17. The learner will understand that elements and compounds may be represented with symbols and formulas	17.01 List the symbols and formulas for at least five elements and five compounds	(6)
18. The learner will understand simple and chemical equations	18.01 Write equations for simple reactions	(6)
19. The learner will understand that there are various sources of heat	19.01 List several sources of heat such as the sun, friction, wood, and gas	(4-6)
20. The learner will have a general understanding of the molecular theory of heat	20.01 Conclude that heat is the result of molecular motion after experimenting with heat and heating	(4-6)
21. The learner will understand that temperature is a measure of the intensity of heat in a material at a given time	21.01 Record the temperature of three or four different liquids, each being at a different temperature over a period of time, using a thermometer to see if temperature changes have occurred	(4-6)
22. The learner will understand how homes are heated and cooled	22.01 List sources of heat for home heating	(4-6)
	22.02 List ways to save on home heating	(4-6)
	22.03 Explain how homes may be kept comfortable (cooler) during hot seasons through air conditioning and/or the use of insulation materials and storm doors and windows	(4-6)
23. The learner will understand the general principles of heat engines	23.01 List uses of steam engines and gasoline engines	(4-6)
	23.02 Give a general description of how the engine works when given a model or diagram of a heat engine	(4-6)
24. The learner will understand the importance of conserving energy in the home, school, and industry	24.01 Describe methods of conserving energy such as insulating, adjusting thermostats, and wearing more clothes in winter	(4-6)
25. The learner will have a general understanding of wave energy	25.01 Identify properties of wave energy such as reflection and refraction	(6)
26. The learner will have an understanding of light	26.01 Describe light as that aspect of radiant energy which permits one to see	(4-6)
	26.02 Demonstrate how white light is broken into the various colors utilizing a prism	(5-6)
27. The learner will understand sound	27.01 Identify sound as produced by vibration of objects	(4-6)
28. The learner will have an understanding of work and machines	28.01 Give a simple description of work	(4-6)
	28.02 List several simple machines such as the lever and inclined plane	(4-6)
	28.03 Describe how some simple machines are used in everyday life	(4-6)
	28.04 Identify a compound machine as two or more machines working together	(4-6)

		Suggested Grade Level(s)
29. The learner will have an understanding of the mechanics of fluids	29.01 Explain why pressure within a liquid increases with depth	(4-6)
	29.02 List uses of fluid mechanics such as hydraulic brakes and barber chairs	(4-6)
30. The learner will have an understanding of electrical energy	30.01 Distinguish between magnetic and nonmagnetic substances	(4-6)
	30.02 Demonstrate that magnetic forces can act through some materials using magnets and various objects such as glass, wood, and containers of water	(4-6)
	30.03 Demonstrate that electric current produces magnetism when given a battery, wire, and magnetic compass	(4-6)
	30.04 Demonstrate the production of static electricity when given a comb and bits of paper	(4-6)
	30.05 Define current electricity	(4-6)
	30.06 Test different materials to determine if they are conductors or nonconductors of electricity	
Earth and Space		
1. The learner will have a general understanding of the history of the earth	1.01 Develop a scale or time line to represent the various stages of geological development	(4-6)
2. The learner will understand that forces changing the earth affect land formation and the formation of bodies of water	2.01 Describe how mountains, valleys, and oceans are formed	(4-6)
	2.02 Tell ways the earth has changed through natural processes such as climate, weathering, earthquakes, and volcanoes	(4-6)
3. The learner will understand that the earth is made of a crust and various layers	3.01 Label the crust and the various layers of a model of the cross section of the earth	(4-6)
4. The learner will understand the earth is made of rock and minerals	4.01 Describe the three basic rock types found in the earth: sedimentary, metamorphic, and igneous	(4-6)
	4.02 Distinguish between rocks and minerals	(4-6)
5. The learner will understand the relationship between soil and water	5.01 Explain how water is an agent of soil formation such as the breaking of rocks	(4-6)
	5.02 Describe how water causes soil erosion	(4-6)
6. The learner will understand that the earth produces useful natural resources	6.01 List at least three natural resources such as fossil fuel, uranium, salt, water, metal ores, and gems	(4-6)
	6.02 List ways natural resources can be conserved	(4-6)
7. The learner will have a general understanding of the composition of air and properties of air	7.01 Demonstrate that air has weight and occupies space	(4-6)
	7.02 Identify the components of air such as nitrogen, oxygen, carbon dioxide, and water vapor	(4-6)
8. The learner will have an understanding of weather and climate	8.01 Identify one or more factors such as temperature, moisture, and atmospheric pressure, which are important for weather prediction	(4-6)
	8.02 Explain how factors such as temperature, water, land features, and wind affect climate	(4-6)
	8.03 Distinguish between the different types of clouds	(5-6)
9. The learner will understand that the solar system includes the sun and its planets	9.01 Explain that the sun is a star and that it supplies energy to its planets	(4-6)
	9.02 Devise a straight line scale model to represent the distances of each planet from the sun	(4-6)
	9.03 Name and give one characteristic of each of the nine planets	(4-6)
10. The learner will have an understanding of meteors and comets	10.01 Distinguish between a meteor and meteorite	(4-6)
	10.02 Describe a comet	(4-6)

		Suggested Grade Level(s)
11. The learner will have a general understanding of the universe	11.01 State one or more theories of the origin of the universe	(4-6)
	11.02 Describe the major structures found in the universe such as stars and galaxies	(4-6)
12. The learner will have an understanding of space travel	12.01 Explain why rockets are needed for space travel	(4-6)
13. The learner will understand some of the benefits obtained from the space program	13.01 State at least two byproducts obtained from the space program which are beneficial to humans	(4-6)

ELEMENTARY SCIENCE/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades 4-6		Suggested Grade Level(s)
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world – adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues related to science and technology and form and express opinions about them	(4-6)
	1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions	(4-6)
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is complex and dependent upon science	(4-6)
	2.02 Display an awareness that science is a process invented by people to solve human problems	(4-6)
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources	(4-6)
	3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources	(4-6)
4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations	(4-6)
	4.02 Display enthusiasm, interest, persistence, and curiosity when participating in "hands-on" science-related activities	(4-6)
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments	(4-6)
	5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem	(4-6)
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute	(6)
	6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation	(6)
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science	(4-6)
	7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked	(4-6)

		Suggested Grade Level(s)
	7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present	(4-6)

ELEMENTARY SCIENCE/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades 4-6		Suggested Grade Level(s)
1. The learner will demonstrate the ability to observe *(Observing involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify at least three properties common to the group when given a group of objects that are related	(4-6)
2. The learner will demonstrate the ability to classify *(Classifying involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Identify at least two properties of a given group of objects 2.02 Sort a given group of objects according to their properties	(4-6) (4-6)
3. The learner will demonstrate the ability to use numbers *(Using numbers is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Demonstrate the ability to use the four basic mathematical operations (addition, subtraction, multiplication, and division)	(4-6)
4. The learner will demonstrate the ability to communicate *(Communicating involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Use words, drawings, or charts to transmit the information learned from a given science experience	(4-6)

		Suggested Grade Level(s)
5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as length, area, mass, and volume. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Measure volume, mass, weight, temperature, area, length, and time using appropriate units and appropriate measuring instruments	(4-6)
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions that go beyond the observed data when given in the form of a bar graph	(4-6)
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving positions of objects	(4-6)
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or causes for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean 8.02 Infer what the weather is like when given observations on weather conditions such as temperature, moisture, and wind	(4-6) (4-6)
9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 Interpret data from a bar graph or histogram	(4-6)
10. The learner will demonstrate the ability to control variables	10.01 Identify variables and use proper controls when given appropriate materials	(4-6)

		Suggested Grade Level(s)
(Controlling variables is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)		
11. The learner will demonstrate the ability to define operationally	11.01 State working definitions based on past experiences for a given list of terms such as heat, cold, car, or light	(4-6)
	11.02 Describe a given simple gadget or toy which has moving or working parts in terms of what it is, how it is used, or how it works	(4-6)
(Defining operationally is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a bulb, will cause the bulb to glow.)		
12. The learner will demonstrate the ability to formulate hypotheses	12.01 Develop a hypothesis to account for a given series of observations or a simple problem	(4-6)
	12.02 Make two or three hypotheses why the bulb is not burning when given a diagram of an open circuit consisting of a bulb, battery, and wire	(4-6)
(Formulating hypotheses involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)		
13. The learner will demonstrate the ability to experiment	13.01 Identify variables and perform an experiment to determine the effects of each variable when given appropriate problems	(4-6)
(Experimenting involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)		
14. The learner will demonstrate the ability to formulate models	14.01 Explain the phenomenon of an unexplained event in one or more ways (models)	(4-6)
(Formulating models is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)		

ELEMENTARY SCIENCE/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*	
Grades K-12		Suggested Grade Level(s)
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course	(4-6)
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them	(4-6)
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course	(4-6)

LIFE SCIENCE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grade 7	
Introduction and Overview	
1. The learner will know the major components of life science	1.01 State that life science is the study of living things 1.02 List major components of life science such as zoology, botany, genetics, bacteriology
2. The learner will have an understanding of how scientists obtain knowledge	2.01 Demonstrate and identify the scientific processes involved in a simple experiment such as observing, measuring, predicting, communicating, interpreting data, controlling variables, and formulating hypotheses
3. The learner will have an understanding of the need to study life science	3.01 List four reasons why the study of life science is important 3.02 List ten careers that are related to life science 3.03 Recognize that all biological problems are not solved
4. The learner will understand the difference between living and nonliving things	4.01 Give several differences between living and nonliving things
Plant & Animal Communities	
1. The learner will understand that a community is made up of interacting populations	1.01 Describe a population 1.02 Identify three interactions that occur within a community when given a photograph or slide of a community 1.03 Classify organisms according to the role they play in communities — producers, consumers, decomposers — when given a photograph or slide of a community
2. The learner will understand that all communities have common characteristics	2.01 Identify producers, consumers, and decomposers in each community when given a description of at least two communities such as freshwater and land 2.02 Select an organism from a picture or slide of a community and identify its role
3. The learner will understand that a community must have an energy source	3.01 Describe (by photosynthesis) how energy from the sun is captured by producers (green plants) 3.02 Show the proper sequence of the flow of energy from producers to consumers to decomposers (food chain or web) when given a list of organisms or a picture of a community

4. The learner will understand that communities are affected by limiting factors	4.01 State that limiting factors such as water, light, temperature, and oxygen set limits for living things
5. The learner will understand that a community interacting with its physical environment makes up an ecosystem	5.01 Define an ecosystem 5.02 Identify the main physical components a community needs for survival — water, heat, light, minerals, etc.
6. The learner will understand basic cycles that occur in an ecosystem	6.01 Describe cycles within an ecosystem such as carbon, nitrogen, and water
People and the Environment	
1. The learner will understand that people interact with the environment and produce change	1.01 List ways that people and the environment have changed 1.02 List and describe different factors that disrupt ecosystems such as overpopulation and pollution 1.03 Give methods of conserving natural resources
Adaptation	
1. The learner will understand that all life comes from life — reproduction	1.01 Explain what is meant by the term "life comes from life"
2. The learner will understand that the basic unit of inheritance is DNA	2.01 State the role of DNA in heredity 2.02 Describe genetic mutation when given examples 2.03 List at least three factors that cause mutations such as radiation, chemicals, ultraviolet light 2.04 Describe how genes vary in organisms
3. The learner will understand asexual and sexual reproduction and how they differ	3.01 Distinguish between examples of asexual and sexual reproduction 3.02 Classify pictures of asexual organisms according to their types of asexual reproduction such as budding and sporulation 3.03 Describe the process and importance of meiosis
4. The learner will understand that each organism has special structures by which it adapts to its surroundings	4.01 Predict the chances of survival of organisms such as albino rabbits in different environments 4.02 Identify major adaptations of organisms which enable them to survive
5. The learner will understand that all organisms exhibit behavior (response to stimuli)	5.01 Describe basic plant behavior such as phototropism, geotropism, and chemotropism 5.02 Describe basic animal behavior such as courtship, aggressiveness, warning, and offspring identification
6. The learner will understand that most organisms have undergone changes through time	6.01 Identify or state the dominant plant type or animal type for each major era or period when given a geological chart 6.02 Describe how some animals have changed through the ages such as the horse
People and Their Adaptation	
1. The learner will understand that the human body is composed of various systems with specific structures and functions	1.01 Name and describe the major structures and functions of all the main body systems: skeletal, muscular, integumentary (skin), digestive, respiratory, nervous, excretory, reproductive, circulatory, and endocrine
2. The learner will understand that human beings exhibit a period of growth from infancy to adult	2.01 Identify the major growth periods such as infancy and puberty
3. The learner will understand that what is normal covers a wide range	3.01 Recognize that factors such as heredity and nutrition affect growth and maturation of persons

The Organization of Living Things	
1. The learner will understand that our present knowledge of the cell has been accumulated over a period of hundreds of years	1.01 Discuss and explain the contributions of biologists such as Hooke, Schleiden, Swann, Watson, and Crick to the knowledge about the cell
2. The learner will understand that the basic unit of life is the cell	2.01 Identify cells in a variety of organisms — plants and animals — when given pictures, microscope slides, other visuals, and/or living materials 2.02 Identify components of cells such as nucleus, cytoplasm, cell membrane, and cell wall and explain their function when given slides, pictures, other visuals, and/or living materials 2.03 Compare plant and animal cells 2.04 Identify at least four one-cell organisms such as paramecium, bacteria, euglena, and amoeba
3. The learner will understand the hiearchial design of organisms, cells, tissues, organs, and systems	3.01 Examine and describe various tissues such as epithelial and muscle when given slides and a microscope 3.02 Identify the organs of a particular system such as the digestive system
The Variety of Living Organisms	
1. The learner will understand that there are many types of living things	1.01 Classify a group of living things into the categories of plants, animals, or protists
2. The learner will understand that living things may be grouped from the simplest to the most complex	2.01 Order a list of ten organisms ranging from single-cell organisms to the human in proper sequence from simple to complex
3. The learner will understand that plants and animals have basic characteristics	3.01 Distinguish between plant and animal characteristics
4. The learner will be familiar with the kingdom protista	4.01 List and describe members of the kingdom protista 4.02 Compare protists with plants and animals

LIFE SCIENCE/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world — adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources

4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked 7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

LIFE SCIENCE/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, when given a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Classify a group of objects or concepts according to their various properties
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Perform computations involving whole numbers and common and decimal fractions when given a problem

4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form
5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Measure within a given degree of accuracy when given appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean

9. The learner will demonstrate the ability to interpret data

*(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*

9.01 State logical conclusions when given a collection of data

10. The learner will demonstrate the ability to control variables

*(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*

10.01 Identify variables and use proper controls when given appropriate materials and an experiment

11. The learner will demonstrate the ability to define operationally

*(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*

11.01 State working definitions of scientific expressions such as gravity, heat, and temperature based upon past learning experiences

12. The learner will demonstrate the ability to formulate hypotheses

*(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*

12.01 Formulate one or more hypotheses to explain experimental data

13. The learner will demonstrate the ability to experiment

*(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*

13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials

14. The learner will demonstrate the ability to formulate models *(**Formulating models** is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time

LIFE SCIENCE/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

EARTH SCIENCE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 8-10 *Introduction to Earth Science*	
1. The learner will understand that earth science is a varied group of sciences employing many techniques to investigate the earth	1.01 Explain the nature of studies in astronomy, geology, meterology, climatology, and oceanography 1.02 Explain how the various branches of the earth sciences relate to one another when given their descriptions
2. The learner will know that the earth is a body moving through space	2.01 Provide evidence that the earth is essentially a sphere using such techniques as satellite photographs, earth's shadow on the moon, etc. 2.02 Show that the earth is in motion in space using examples such as the apparent motions of the stars, moon, or planets 2.03 Use a model to demonstrate the earth's rotation on its axis and explain how day and night result from that motion 2.04 Demonstrate how seasons result from the motion of the earth about the sun
3. The learner will know that the system of location and the mapping of the planet's surface is made possible by the earth's shape, rotation, and forces (gravity and magnetism)	3.01 Demonstrate the effects of the forces of gravity and magnetism 3.02 Explain how the earth's motion is used to establish the system of latitude and longitude using a globe or sphere 3.03 Show how time is determined using the earth's rotation 3.04 Show how maps serve as graphic models of the earth by reading at least two basic types of maps (road, topographic, weather, etc.)

The Atmosphere

1. The learner will know that an atmosphere surrounds the earth's surface	1.01 Describe the atmosphere's structure including the troposphere, stratosphere, and ionosphere 1.02 Explain the various cycles such as the carbon dioxide, nitrogen, and hydrologic cycles that function in the atmosphere while using appropriate diagrams
2. The learner will know that energy from the sun is responsible for most of the processes on earth	2.01 Explain how light energy is converted into heat enegy in the atmosphere 2.02 Use a diagram to explain how air temperature is related to light energy and cloud cover
3. The learner will understand the relationship between energy and atmospheric circulation	3.01 Demonstrate that air movement is caused by heating and cooling 3.02 Explain how unequal distribution of solar energy produces general circulation in the atmosphere 3.03 Show how the earth's rotation modifies basic atmospheric circulation producing wind belts while using a model such as a turntable 3.04 Show how wind belts move air masses from one place to another and explain how those air masses affect local weather conditions using a standard weather map 3.05 Explain the phenomena of local breezes
4. The learner will have a fair understanding of cloud formation and the production of precipitation	4.01 Show how clouds are formed by the cooling of air and relate the type of cloud to circulation conditions in the atmosphere 4.02 Explain how clouds and precipitation droplets form by the condensation of water vapor about various types of particles 4.03 Use a chart to show that different types of precipitation form under different temperature conditions
5. The learner will understand the behavior of cyclones and anticyclones	5.01 Demonstrate how a storm system (cyclone) forms when two dissimilar air masses (anticyclones) meet using a map 5.02 Trace the life cycle of a typical cyclone across the United States using standard weather maps and symbols 5.03 Describe the weather that occurs when dissimilar air masses collide forming fronts or occlusions 5.04 Describe the origin, life cycle, and behavior of thunderstorms, tornadoes, and hurricanes 5.05 Describe the safety precautions to be taken with violent storms including lightning
6. The learner will understand basic techniques involved in forecasting weather	6.01 Explain how the atmosphere follows natural laws and can, therefore, be predicted 6.02 Demonstrate how common atmospheric properties are measured using simple instruments such as thermometer, hydrometer, anemometer, rain gauge, etc. 6.03 Demonstrate how weather information is used to predict weather while using maps

Climate

1. The learner will understand the nature of climate	1.01 Explain the difference between weather and climate 1.02 Give examples of weather phenomena that are repeated periodically forming a climatic zone
2. The learner will know that physical factors affect climate	2.01 Give examples of climates that are altered by geography
3. The learner will know that different climates exist in various places on the earth	3.01 Describe the typical major climates occurring in the United States 3.02 Demonstrate how seasonal changes cause climatic changes in the southeastern United States
4. The learner will understand microclimate formation	4.01 Define several microclimates in terms of physical factors and biological factors

5. The learner will know the basic causes and effects of air pollution	5.01 Explain that air is polluted by chemical and physical substances introduced both by people and by natural processes 5.02 List the most common types of air pollutants 5.03 Explain how several common atmospheric pollutants such as industrial fumes and automobile exhaust affect plants, animals, and the physical environment 5.04 Describe several ways to reduce the level of air pollution in the local area
The Oceans	
1. The learner will know that oceanography employs various scientific disciplines in the study of oceans	1.01 Describe how several different scientific disciplines (geology, biology, etc.) are applied to the study of oceans 1.02 Describe some of the topics typically studied by oceanographers
2. The learner will understand the basic causes and patterns of ocean circulation	2.01 Identify several major ocean currents such as the Gulf Stream and the Labrador Current 2.02 Explain several possible driving forces for major and minor ocean currents such as planetary rotation, prevailing winds, gravity, etc. 2.03 Explain several effects of ocean currents on both land and water climate and ecosystems 2.04 Explain/illustrate how the relationship between the earth and the moon creates tides using a model or diagram
3. The learner will know that the topography of the ocean basins is as rugged and varied as that of the continents	3.01 Identify several of the world's major oceans 3.02 Identify the major embayments (sounds) along the North Carolina coast 3.03 Identify and describe the major types of physiographic features found in the ocean basins such as ridges, trenches, continental shelves, etc. 3.04 Identify and describe the principal physiographic features of the western Atlantic Ocean basin off the southeastern United States
4. The learner will know that shorelines are changing environments	4.01 Explain how coastal landscapes are changed by waves, tides, currents, winds, and tectonic action 4.02 Give examples of several efforts to control shorelines such as sea walls and jetties showing how natural systems have responded 4.03 Explain how water waves are generated, travel, and break transferring energy to shorelines 4.04 Describe the general landform characteristics of neutral, submergent, and emergent shorelines
Geology	
1. The learner will know that earth materials behave according to basic natural laws	1.01 Explain how general properties of earth materials are determined by the kind and arrangement of the atoms comprising the materials 1.02 Describe several basic properties of minerals 1.03 Identify/describe several common rock-forming materials
2. The learner will understand how the structure, texture, and composition of rocks reflect their origin and history	2.01 Recognize several common types of igneous rock 2.02 Describe the processes which form igneous rocks and give examples of the igneous rock types which form as a result 2.03 Describe the principal landforms resulting from igneous processes 2.04 Explain the theory of uniformitarianism
3. The learner will know that minerals and rocks respond to exposure to the earth's surface environment and are changed by a process called weathering	3.01 Explain the difference between physical and chemical weathering 3.02 Explain that weathering takes place at the interface between the rock and the surrounding environment 3.03 Explain the principal processes that cause physical weathering and describe their results 3.04 Describe several common chemical weathering reactions and explain how the resulting products differ from the original mineral
4. The learner will know that if weathered rock remains in place long enough, a mature soil will develop	4.01 Define a mature soil and explain its formation as exhibited by various horizons 4.02 Demonstrate some of the chemical and physical properties of soil 4.03 Describe several ways that people's activities accelerate soil erosion

5. The learner will know that water moves through as well as over the earth as part of the hydrologic cycle	5.01 Describe the basic structure of water tables and related features such as springs, lakes, and swamps 5.02 Explain how water moves through the earth and describe the basic concept of permeability 5.03 Explain the results of pumping and overpumping an ordinary water well 5.04 Explain how ordinary and barrier island artesian systems operate (Barrier island artesian systems develop on the Outer Banks of North Carolina where the freshwater table is surrounded by salt water.)
6. The learner will know that gravity moves weathered material to lower elevations and ultimately to sea level through the media of water, wind, and ice	6.01 Give several examples of gravity moving material downhill 6.02 Describe ways in which running water moves material downhill 6.03 Describe and illustrate stream features and erosion processes in youthful, mature, old age, and rejuvinated streams 6.04 Describe several features and processes related to wind erosion 6.05 Describe several features and processes related to glacial erosion 6.06 Explain how deposits of material reflect the conditions under which they were deposited 6.07 Describe how sedimentary rocks are formed by compaction and cementation of sediment 6.08 Explain and give examples of several landforms formed by depositional processes 6.09 Recognize several common types of sedimentary rock 6.10 Explain several processes by which fossils are preserved in sediments or sedimentary rocks 6.11 Relate a group of fossils to the ancient community and environment it represents
7. The learner will obtain a basic understanding of the theory of plate tectonics	7.01 Explain the principal evidence for tectonics 7.02 Describe several ways in which rocks respond to deformational forces 7.03 Show that motion along faults produces earthquakes and explain the earthquakes' effect on people's activities 7.04 Describe at least two types of folds (anticlines and synclines) and explain how rocks respond to stress by folding 7.05 Describe the characteristics of landforms created by tectonic activity
8. The learner will know that metamorphic rocks are produced by tectonic and igneous processes	8.01 Recognize several common types of metamorphic rocks 8.02 Explain the basic changes that take place during metamorphism of a rock and distinguish between contact and regional processes 8.03 Explain how the process of metamorphism fits into the rock cycle
9. The learner will know that landforms are the result of geologic processes acting over long periods of time	9.01 Explain the general difference between youthful, mature, and old age landforms 9.02 Describe several common landforms caused by various geologic processes 9.03 Describe some ways in which people's activities are affected by landforms
10. The learner will know that our present understanding of geologic history is based, in part, on the theory of uniformitarianism	10.01 Explain that geologic time is measured by means of events 10.02 Explain the basic rules on which the relative ordering of geologic events is based 10.03 Explain, in simple terms, how radioactive decay can be used to determine the age of rocks 10.04 Explain how a geologic time scale is developed using relative and absolute ordering of events
11. The learner will know that the geologic and fossil records reflect an orderly sequence of geological and biological events in earth history	11.01 Describe the major events which make up the geologic history of the eastern United States 11.02 Describe general evidence for the orderly development of life forms in the geologic record 11.03 Explain how people are recent and perhaps temporary figures in earth history
Astronomy	
1. The learner will be familiar with the major bodies of the solar system	1.01 Name the major bodies of the solar system 1.02 List similarities and differences among the planets 1.03 Identify the earth's position among the planets
2. The learner will understand that the sun is the center of the solar system	2.01 Draw or construct a model of the solar system 2.02 Diagram the basic structure of the sun

3. The learner will have a basic understanding of stars and galaxies	3.01 Explain how stars are located on the celestial sphere 3.02 Explain how energy is produced in stars (fusion) 3.03 State characteristics of the various types of galaxies 3.04 Make a diagram or construct a model of the Milky Way galaxy showing the location of our solar system
Space Exploration	
1. The learner will know the principal events in the history of space exploration	1.01 Describe several major events in the history of space travel 1.02 Explain several problems encountered in space exploration and tell how they were solved
2. The learner will know the basic principles on which rockets operate	2.01 Describe the operation of the physical laws under which rockets function 2.02 Explain similarities and differences between solid and liquid fueled rockets
3. The learner will know that certain physical principles control escape from the earth into space	3.01 Explain how escape velocity is related to the earth's gravity 3.02 Explain how a satellite "falls" around the earth in an orbit
4. The learner will know that satellites can be applied to various uses for our benefits	4.01 Explain several ways in which satellites may be applied to the study of the earth, including weather and land resources 4.02 Explain how satellites may be used for communication
5. The learner will know that deep space probes can send information about planets and other bodies back to earth	5.01 Explain several advantages and disadvantages of space probes as opposed to manned exploration 5.02 Recount several historical space probes and their accomplishments
6. The learner will know the basic problems and achievements involved in manned exploration	6.01 Describe the major events in manned space exploration 6.02 Explain the problems involved in supporting life in space 6.03 Recount several of the discoveries made during the manned exploration of the moon 6.04 Describe some of the problems being investigated in manned orbital laboratories
Mass Resources and Environment	
1. The learner will know that the earth is a closed system in space with limited resources	1.01 Explain some of the problems involved in population growth on the earth 1.02 Describe several effects of the overuse of the earth's renewable and non-renewable resources 1.03 Describe several ways that people can minimize the depletion of the earth's resources
2. The learner will know that the earth's environment is fragile and easily damaged	2.01 Describe the environment in terms of interrelated earth, air, and water systems 2.02 Describe several environmental problems and suggest possible solutions
3. The learner will know that the earth as a home for people depends on their actions	3.01 Describe several problems which could destroy the earth as an environment for people 3.02 Describe several changes in people's behavior which could improve life's chances for survival in the future

EARTH SCIENCE/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world – adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions

2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources
4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked 7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

EARTH SCIENCE/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, when given a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Classify a group of objects or concepts according to their various properties

3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Perform computations involving whole numbers and common and decimal fractions when given a problem
4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form
5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Measure within a given degree of accuracy when given appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects

8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean
9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 State logical conclusions when given a collection of data
10. The learner will demonstrate the ability to control variables *(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*	10.01 Identify variables and use proper controls when given appropriate materials and an experiment
11. The learner will demonstrate the ability to define operationally *(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*	11.01 State working definitions of scientific expressions such as gravity, heat, and temperature based upon past learning experiences
12. The learner will demonstrate the ability to formulate hypotheses *(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*	12.01 Formulate one or more hypotheses to explain experimental data

13. The learner will demonstrate the ability to experiment *(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*	13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials
14. The learner will demonstrate the ability to formulate models *(**Formulating models** is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time

EARTH SCIENCE/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

PHYSICAL SCIENCE

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 8-12 *Introduction to Physical Science*	
1. The learner will understand that science can be defined in many ways	1.01 Define science in more than one way
2. The learner will understand that science can be subdivided into many areas	2.01 List and define some of the broad areas of science
3. The learner will understand the importance of using a scientific method as a way of solving many everyday problems	3.01 List major steps of a scientific method 3.02 Demonstrate the ability to apply a scientific method in solving an experimental problem

4. The learner will understand that science depends on accurate measurement	4.01 Demonstrate a knowledge of the basic units of length, mass, volume, and temperature in the SI metric system when given measurement problems 4.02 Demonstrate an understanding of instrument sensitivity, parallax, and judgment errors which can result in inaccurate measurement when given a ruler and a measurement problem
The Atom	
1. The learner will understand that all matter is composed of basic units called atoms which can be described by their properties	1.01 Describe properties of each state of matter and indicate how they are interrelated 1.02 Explain the law of conservation of matter in writing and give specific examples 1.03 Demonstrate that all matter occupies space and has weight
2. The learner will understand the general atomic structure of matter	2.01 Draw or construct models of elements showing electron, proton, and neutron positions and give names of some common elements 2.02 Compare the properties of common elements when given several examples
3. The learner will understand that each element can have forms that differ only by atomic weight (These forms are called isotopes.)	3.01 Draw a model illustrating differences between the common atom of an element and its isotope(s) when given the name of a common element and appropriate data.
4. The learner will understand that some elements which are radioactive undergo spontaneous breaking up of their atoms	4.01 Explain three ways radiation is detected (ionization, scintillation, and photography)
5. The learner will understand the processes of nuclear fission and fusion	5.01 Compare and contrast the concepts of nuclear fission and fusion
6. The learner will understand that a nuclear reactor can produce useful energy	6.01 Discuss the general principles and components of a nuclear reactor 6.02 Debate the pros and cons of nuclear power
7. The learner will understand useful applications of radioactive isotopes	7.01 List useful applications of radioactive isotopes in areas such as industry, medicine, and agriculture
8. The learner will understand the necessity for protection against radiation	8.01 List three factors in protecting oneself from exposure to radiation (i.e., time, distance, intensity)
Inorganic Chemistry	
1. The learner will understand that the periodic chart of elements is based on properties that periodically occur throughout the sequence of elements	1.01 Correctly identify the major characteristics of selected elements when given a periodic chart 1.02 Describe the general arrangement of the periodic table such as families, periods, and activity
2. The learner will understand that chemical properties of an element are determined by the electron configuration of its atoms	2.01 Draw atoms with proper electron configurations when given a list of common elements and a periodic chart
3. The learner will understand that the chemical activity of an element depends on its ability to lose, gain, or share electrons	3.01 Indicate elements which will displace other elements involved in a chemical reaction when given the electrochemical series

4. The learner will understand that compounds consist of two or more elements chemically united while mixtures are two or more substances that are not chemically united	4.01 Identify compounds, mixtures, and elements when given a list including some of all 4.02 List two ways compounds differ from mixtures
5. The learner will understand that chemical reactions occur when two or more elements or compounds interact and form one or more new substances	5.01 Write several examples of chemical reactions
6. The learner will understand that valence is the combining capacity of an atom and is determined by the number of electrons it gains, loses, or shares in a chemical reaction	6.01 Determine the valence(s) of each element when given the periodic chart and a list of common elements
7. The learner will understand that chemical symbols, formulas, and equations are short-hand methods of representing elements and compounds and their interaction	7.01 List correct symbols and/or formulas when given names of common elements and compounds 7.02 Write simple chemical reactions using symbols and formulas
8. The learner will understand that chemical compounds are classified into groups according to certain properties	8.01 List basic characteristics of acids, bases, and salts, and give examples of each group
9. The learner will understand that chemical reactions involve the loss, gain, or sharing of electrons by elements	9.01 Define chemical oxidation amd reduction and illustrate the process using a simple reaction equation
10. The learner will understand that chemical reduction is an important reaction in purifying metals	10.01 Give examples of how reduction is used in purifying metals
11. The learner will understand how solutions differ from nonsolutions	11.01 List the characteristics of a solution and a nonsolution 11.02 Explain how to perform a test for determining a true solution from a colloid
Organic Chemistry	
1. The learner will understand that organic chemistry is basically the study of carbon and its compounds	1.01 List examples of common organic compounds
2. The learner will understand that the major source of hydrocarbon compounds is the remains of prehistoric plants and animals	2.01 Describe how coal, petroleum, and natural gas are believed to have formed

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3. The learner will understand that naturally occurring organic compounds can be altered to form different and new compounds	3.01 Identify the processes of hydrogenation, cracking, alkylation, and polymerization as ways of altering organic compounds
4. The learner will understand that rubber is an organic compound and can be synthesized	4.01 Describe how natural latex (raw rubber) can be coagulated and vulcanized
5. The learner will understand that fibers can be synthesized (made) from organic compounds	5.01 Describe how fibers can be made through the process of polymerization
6. The learner will understand the importance of plastics in our modern society	6.01 List the basic source of raw materials for making plastics 6.02 List ways plastics are important to our society
7. The learner will understand that life processes involve complex chemical reactions	7.01 Describe the general process of photosynthesis 7.02 Describe the general chemical process of food digestion in animals
Mechanics	
1. The learner will understand that the study of mechanics requires some knowledge of measurement	1.01 Identify four basic units of the metric system of measurement
2. The learner will understand that quantities can have both magnitude and direction	2.01 Identify vector and scalar quantities when given a list of both vectors and scalars 2.02 Solve problems with interacting vectors by using the graphing method
3. The learner will understand that work is performed when a force is exerted through a distance	3.01 Identify work and nonwork situations when given a list of examples
4. The learner will understand that energy is the ability to do work	4.01 Distinguish between potential and kinetic energy 4.02 List different kinds of energy such as chemical, heat, electrical, mechanical, etc., with examples of each 4.03 Demonstrate knowledge of energy sources, their limitations (finiteness), and how individuals can conserve energy
5. The learner will understand that power is the rate at which work is done	5.01 Calculate power when given a simple word problem 5.02 Demonstrate how the rate of work may vary in a given simple apparatus
6. The learner will understand that machines are devices that assist in doing work	6.01 Draw six simple machines 6.02 Demonstrate how simple machines do work 6.03 Calculate the mechanical advantage when given machine problems
7. The learner will understand that motion of an object can be described by its velocity and/or acceleration	7.01 Calculate the velocity of a moving object when given a simple word problem 7.02 Determine the acceleration of an object when given a simple word problem 7.03 List common examples of Newton's three laws of motion

8. The learner will understand that gravitational force is a function of the mass of objects and the distance between them	8.01 Describe the contributions that Galileo and Newton made to the understanding of gravity 8.02 Describe the changes in gravitational force acting on two objects as the distance between them is changed 8.03 Describe the changes in gravitational force acting on two objects as the mass of one object increases, with distance between them remaining the same
9. The learner will understand that centripetal force acts on objects moving in a circle	9.01 Demonstrate centripetal force when given appropriate materials
10. The learner will understand that fluids have weight and exert pressure	10.01 Describe fluid pressure 10.02 Identify instruments which are used to measure pressure when given a list of instruments
11. The learner will understand that pressure applied on a confined liquid is transmitted equally and in every direction	11.01 Define Pascal's law 11.02 State practical uses of Pascal's law
12. The learner will understand that density and specific gravity are based on discoveries of Archimedes	12.01 Determine the density of a common object when given a balance, weights, and appropriate measuring instruments
13. The learner will understand that Bernoulli's principle explains how lift is provided to an airplane	13.01 Demonstrate how lift is produced on an airfoil when given a model airplane or a diagram of an airplane
Electricity and Magnetism	
1. The learner will understand that static electricity results from an accumulation of excess electrons or protons on a nonconductor	1.01 Identify the interaction of two oppositely charged objects with respect to attraction or repulsion 1.02 Identify conductors and insulators (nonconductors) when given a list of common objects
2. The learner will understand that magnetism is caused by similar orientation of atoms within certain metallic elements	2.01 Demonstrate the pattern of magnetic lines of force when given a bar magnet and iron filings 2.02 Draw a model showing the correct orientation of atoms in a magnet
3. The learner will understand that electric motors and generators are based on discoveries by Oersted and Faraday	3.01 Demonstrate that a wire carrying an electric current produces a magnetic field when given wire, battery, and a compass 3.02 Demonstrate that a current is produced in a conductor passing through a magnetic field when given a bar magnet, wire, and a compass
4. The learner will understand that measuring electrical current involves the units of pressure, current, and resistance	4.01 Explain, in writing or with diagrams, how increasing the voltage in a circuit will affect the amperage 4.02 Identify the circuit with the lowest current flow when given diagrams of four circuits with only the resistance varying
5. The learner will understand that Ohm's law is a mathematical statement of the relationship between pressure, resistance, and current	5.01 Solve for any one variable using Ohm's law when given a word problem with variables of voltage, ohms, and amperage

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6. The learner will understand that the total circuit voltage of several connected cells depends on whether they are joined in series or parallel	6.01 Compute the voltage when cells are connected in parallel or in series when given wire, three dry cells, and a voltmeter
7. The learner will understand that electrical currents can be controlled and altered with different devices	7.01 Name and explain the function of three devices used to control and alter electricity such as rectifiers, transformers, etc.
8. The learner will understand that chemical reactions can produce electricity and vice versa	8.01 Give a simple explanation of a voltaic cell 8.02 Demonstrate which solutions will conduct electricity when given solutions of electrolytes and nonelectrolytes and a conducting apparatus 8.03 Identify practical uses of chemical reactions which occur in such devices as the dry cell, car battery, etc.
9. The learner will understand that electric power is the rate at which electrical energy is consumed	9.01 Determine the number of kilowatt-hours consumed when given a diagram of the dial(s) on an electric meter 9.02 Calculate the cost of electrical energy when given the kilowatt-hour rates and electric meter readings at the first of two consecutive months
10. The learner will understand that electrical energy can be converted into heat and light	10.01 List common electrical devices that convert electrical energy into heat and light energy
11. The learner will understand that fossil fuels are finite and energy conservation is essential	11.01 List five ways of conserving electrical and heat energy in a home, business, or school, etc.
Wave Phenomena	
1. The learner will understand that energy is transmitted by means of wave motion	1.01 List the characteristics of transverse and longitudinal waves 1.02 Describe the electromagnetic spectrum and its components
2. The learner will understand that sound waves are produced by vibrating matter and must travel through some physical medium	2.01 State how sound waves are produced and list their basic characteristics
3. The learner will understand that light exhibits both wave and particle properties	3.01 Describe light reflection and refraction 3.02 Illustrate, with diagrams or physical models, the effects concave and convex lenses have on light 3.03 List an example of light acting as a wave or a particle
Heat	
1. The learner will understand the nature of heat	1.01 Describe heat as a form of energy which can be harnessed to do useful work 1.02 Describe in writing the difference between heat and temperature
2. The learner will understand that heat energy can be measured	2.01 Define a calorie and use it in calculating simple heat problems 2.02 Determine the amount of heat involved when given a measured amount of warm water and a thermometer
3. The learner will understand that heat can be transferred from one object to another by three processes	3.01 Identify conduction, convection, or radiation when given a list containing examples of heat transfer

4. The learner will understand that when matter changes from one state to another, energy is transferred	4.01 Define evaporation and condensation and indicate if energy is absorbed or given off for each process 4.02 Define heat of vaporization and heat of fusion
5. The learner will understand and be able to work specific heat problems	5.01 Determine the heat required to increase the temperature of an object by a given number of degrees when given the specific heat and mass of an object
6. The learner will understand that expansion and contraction of an object depend upon the amount of heat added or taken away and the type and state of the object	6.01 List major variables in determining linear expansion of an object such as an aluminum rod
7. The learner will understand that the volume of a given gas is a function of temperature and pressure	7.01 State the effects of increasing the pressure on the volume of a gas 7.02 State the effects of increasing the temperature on the volume of a gas
8. The learner will understand that matter has some unusual properties when its temperature is near absolute zero	8.01 Describe, in writing, the behavior of molecules near absolute temperature
9. The learner will understand that heat engines convert heat energy into mechanical energy	9.01 List examples of modern heat engines used in transportation and describe relative efficiencies of each

PHYSICAL SCIENCE/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world — adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources
4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods

5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked 7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

PHYSICAL SCIENCE/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-9	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, when given a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events).*	2.01 Classify a group of objects or concepts according to their various properties
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Perform computations involving whole numbers and common and decimal fractions when given a problem

4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form
5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Measure within a given degree of accuracy when given appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shape, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean

9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 State logical conclusions when given a collection of data
10. The learner will demonstrate the ability to control variables *(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*	10.01 Identify variables and use proper controls when given appropriate materials and an experiment
11. The learner will demonstrate the ability to define operationally *(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*	11.01 State working definitions of scientific expressions such as gravity, heat, and temperature based upon past learning experiences
12. The learner will demonstrate the ability to formulate hypotheses *(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*	12.01 Formulate one or more hypotheses to explain experimental data
13. The learner will demonstrate the ability to experiment *(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills*	13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials

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14. The learner will demonstrate the ability to formulate models *(Formulating models is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time

PHYSICAL SCIENCE/MANIPULATIVE SKILLS

Competency goal(s)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

BIOLOGY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
The Scientific Background	
1. The learner will have an understanding of scientific methods	1.01 Relate how scientific methods of problem solving have been used to advance scientific knowledge 1.02 Perform laboratory exercises according to scientific methods
2. The learner will have an understanding of the limitations of science	2.01 Explain the limits of time, of experience, and of society on scientific problem solving when given an example of a problem facing past generations 2.02 Explain the limits of solving a problem facing people of the past and present when given an example of a problem 2.03 Discuss the benefits and drawbacks of society's dependence on science and technology after a study of the limitations of science
The Nature of Life	
1. The learner will understand the components of biology	1.01 Define biology as the science of life 1.02 Name and define the major divisions of biology such as botany, zoology, genetics, and bacteriology
2. The learner will understand the difference between living and nonliving things	2.01 List and discuss the characteristics of living and nonliving things

3. The learner will understand that life is a chemical process	3.01 Explain major cell processes such as respiration, protein synthesis, photosynthesis, etc.
4. The learner will understand that the basic unit of living things is the cell	4.01 Identify the basic unit (cell) of which living things are composed 4.02 List common structures found in all cells 4.03 Explain that cells vary in size, structure, and function 4.04 Diagram cells observed in the laboratory (i.e., cheek, onion, elodea)
The Continuity of Life	
1. The learner will understand that living things receive characteristics from the parent organism(s)	1.01 Support the statement that living things receive their characteristics from the parent organism(s)
2. The learner will understand that genes composed of DNA are responsible for inherited characteristics	2.01 Recognize that chromosomes contain DNA 2.02 State that each parent contributes half of the chromosomes in sexual reproduction when given enlarged visuals of the chromosomes, sperm cells, egg cells, and body cells 2.03 Discuss why offspring are similar to or dissimilar from their parents
3. The learner will understand that organic variation is significant	3.01 Explain the variances and their importance within a population when given an example of a population case study 3.02 Describe organic variation in relation to mutations
4. The learner will have an understanding of the diversity of living things	4.01 Devise several classification systems based on similar characteristics when given a list of well-known animals
Microbiology	
1. The learner will have a general understanding of viruses and bacteria	1.01 Label the major components of a virus and explain how the components function 1.02 Classify different types of bacteria by shape 1.03 Identify from a list of familiar diseases those caused by viruses or bacteria 1.04 Explain several ways viruses and bacteria are used in industry and research
2. The learner will understand the nature of protozoans	2.01 Label and describe the function of the major organelles of a typical protozoan 2.02 Construct a food chain to show the important role of protozoans
3. The learner will understand the nature of fungi	3.01 List differences between fungi and green plants 3.02 Identify the specific roles of fungi such as mutualism, parasitism, and commensalism when given examples of types of fungi and how they live 3.03 Explain that fungi are both helpful and harmful to people when given examples of how fungi affect people's lives
4. The learner will understand the nature of algae	4.01 Explain that algae are the most abundant form of aquatic vegetation when given the different kinds of algae and where they are found 4.02 List ways that algae are important to people
Multicellular Plants	
1. The learner will understand the nature of mosses and ferns	1.01 Describe alternation of generations when given the life cycle of mosses and ferns 1.02 Explain the importance of mosses and ferns to people
2. The learner will understand the nature of seed plants	2.01 Identify, in typical seed plants, the major structures and their function 2.02 Describe the role and structure of a seed 2.03 Classify leaf and flower samples as monocots or dicots
3. The learner will understand the physiology of plants	3.01 List the various factors which affect conduction in a plant 3.02 Explain the process and importance of photosynthesis
4. The learner will understand how plants grow and reproduce	4.01 List ways that plants reproduce 4.02 Describe how plants grow

Invertebrates

1. The learner will understand the role and nature of sponges	1.01 Explain why sponges are considered the simplest of the invertebrates 1.02 List the importance of sponges to people
2. The learner will understand the role and nature of radiates	2.01 Describe the unique characteristics of coelenterates 2.02 List ways coelenterates affect people
3. The learner will understand the role and nature of early forms of bilateral symmetry	3.01 List advantages of bilateral symmetry to specific organisms 3.02 List ways that flatworms and roundworms affect people
4. The learner will understand the role and nature of mollusks	4.01 Identify mollusks when given a list of animals 4.02 List ways that mollusks affect people
5. The learner will understand the role and nature of annelids	5.01 Label and explain the function of the major organs when given a diagram of the internal parts of an annelid such as the earthworm 5.02 List advantages of body segmentation 5.03 List ways that annelids affect people
6. The learner will understand the role and nature of arthropods	6.01 Group arthropods into five classes when given examples 6.02 List ways that arthropods affect people
7. The learner will understand the role and nature of echinoderms	7.01 List advantages and disadvantages of radial symmetry 7.02 List ways that echinoderms affect people

Vertebrates

1. The learner will understand the general characteristics of vertebrates	1.01 Identify characteristics unique to vertebrates from a list of general animal characteristics 1.02 Explain the advancement of body systems as higher classes of vertebrates are studied
2. The learner will understand the characteristics and environment of the primitive vertebrates	2.01 Explain the relationship between the common characteristics of primitive vertebrates and their environment
3. The learner will understand the nature of fishes	3.01 Label and list the function of the major external and internal features of a fish 3.02 Explain how fish are adapted for life in water 3.03 Explain how fish affect people
4. The learner will understand the nature of amphibians	4.01 Identify amphibian characteristics when given examples of vertebrate characteristics 4.02 List reasons why amphibians are considered transitional animals between water and land 4.03 Explain how amphibians affect people
5. The learner will understand the nature of reptiles	5.01 Identify reptile characteristics when given examples of vertebrate characteristics 5.02 Explain how reptiles affect people 5.03 Identify from pictures poisonous snakes found in North Carolina
6. The learner will understand the nature of birds	6.01 Identify characteristics common to birds when given a list of vertebrate characteristics 6.02 Explain how birds affect people 6.03 List special adaptations of birds which enable them to fly when given pictures or specimens of birds to observe
7. The learner will understand the nature of mammals	7.01 Identify mammal characteristics from a list of vertebrate characteristics 7.02 Explain how mammals affect people 7.03 Identify people as mammals when given a list of mammal characteristics 7.04 Group mammals into orders when given a list of common mammals

8. The learner will understand similarities and differences in the anatomy of vertebrates	8.01 List structural similarities and differences when given specimens of various vertebrates
Biology of Humans	
1. The learner will understand the nature of human origin and development	1.01 State theories related to the origin and development of humans 1.02 Defend a specific theory of origin and development with supporting evidence
2. The learner will understand human anatomy	2.01 Label and describe the major organs of each major system of the human body
3. The learner will have an understanding of human physiology	3.01 List the major functions of the organs composing the major human body systems 3.02 Explain how the human body is regulated when given a list of organs or glands 3.03 Discuss the effects of diseases (nutritional, pathogenic, genetic) upon the physiology of the human body
4. The learner will understand the implications of social/ethical biology	4.01 Debate contemporary issues such as abortion, birth control, venereal disease, and genetic engineering 4.02 List the consequences of the use of alcohol, narcotics, and tobacco
Ecology	
1. The learner will understand the nature of populations	1.01 Identify the different populations when given a picture of an ecosystem
2. The learner will understand the nature of communities	2.01 Describe the interactions of members of the biotic community when given a sample ecosystem
3. The learner will understand the nature of ecosystems	3.01 Identify the biotic and abiotic parts when given a sample ecosystem 3.02 Trace the energy flow within a sample ecosystem 3.03 Identify patterns of interaction within a sample ecosystem 3.04 Identify various cycles within a balanced ecosystem and how they operate
4. The learner will understand the implications of humans in their environment	4.01 Describe effects people have had and are having on the environment 4.02 Debate moral and ethical issues such as world hunger, population control, alternate energy sources, pollution control, world resource allocation, and endangered species

BIOLOGY/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world – adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources

4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked 7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

BIOLOGY/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, among a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Classify a group of objects or concepts according to their various properties
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Use numbers in solving a scientific problem with an unknown quantity

4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form
5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Make measurements within a given degree of accuracy using appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean

9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 State logical conclusions which are based on a collection of data
10. The learner will demonstrate the ability to control variables *(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*	10.01 Identify variables and use proper controls when given appropriate materials and an experiment
11. The learner will demonstrate the ability to define operationally *(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*	11.01 State working definitions of scientific expressions such as gravity, heat, and temperature based upon past learning experiences
12. The learner will demonstrate the ability to formulate hypotheses *(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*	12.01 Formulate one or more hypotheses to explain experimental data
13. The learner will demonstrate the ability to experiment *(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*	13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials

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14. The learner will demonstrate the ability to formulate models *(Formulating models is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time.

BIOLOGY/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

CHEMISTRY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12 *The Science of Chemistry*	
1. The learner will recognize chemistry as an experimental science	1.01 Recognize experimentation as a key to successfully learning chemistry
2. The learner will use the scientific method in both laboratory work and problem solving	2.01 Plan experiments (purpose and procedure), carry them out safely (follow conduct and safety rules), interpret results (think and consult reference books), and communicate the results (tables, graphs, precise language)
3. The learner will be aware of the concepts and properties of matter and energy	3.01 Explain the concepts of density and specific gravity after performing a density experiment with various materials 3.02 Describe the physical properties of matter such as linear dimensions, volume, weight, mass, freezing point, boiling point, malleability, shape, etc., through observation and experimentation 3.03 Observe and identify three forms of energy: heat, light, and sound, after performing the test for hydrogen 3.04 Describe forms of energy such as mechanical, electrical, nuclear, chemical, etc.
4. The learner will be familiar with the concept of conservation of matter and energy	4.01 Describe the law of conservation of matter when given an experiment in which the reactants are massed before and after the experiment 4.02 Recognize that in any *ordinary* chemical reaction, neither energy nor matter is created or destroyed

Measuring and Computing

1. The learner will develop the ability to measure accurately length, area, volume, mass, weight, temperature, and time, and record the measurements as precisely as the measuring devices permit
   - 1.01 Mass objects and record the mass properly, within the precision of the equipment, using a balance
   - 1.02 Measure liquid volumes, within the precision of each container, using flasks, cylinders, and beakers
   - 1.03 Determine temperatures accurately and precisely using thermometers with various scales. Describe the relationship between or among various temperature scales
   - 1.04 Choose appropriate units for measuring area, length, volume, mass, weight, temperature, heat, and time
   - 1.05 Determine: (a) linear dimensions, (b) surface area, and (c) volume of the object when given a textbook or similar object and a metric ruler
2. The learner will understand and know when to use scientific notation
   - 2.01 Write large numbers and very small numbers using scientific notation (Examples: .000003 = 3×10^{-6}; 5,000,000 = 5×10^{6})
   - 2.02 Write in regular arabic form large numbers and very small numbers which are written in scientific notation (Examples: 4.76×10^{7} = 47,600,000; 4.2×10^{-8} = .000000042; 10^{15} = 1,000,000,000,000,000)
3. The learner will demonstrate a working knowledge of ratio and proportion
   - 3.01 Compute the ratio for the atoms in a compound when given the weights of the various elements in the compound and determine the simple whole number ratio of atoms in the compound, i.e., the empirical formula
   - 3.02 Compute the simplest integral ratio of the elements in a compound when given the weight percent of each element in the compound
   - 3.03 Recognize the mole ratios, the atomic weight ratios, the volume ratios, and make calculations based on these ratios using a balanced equation

Matter — Composition and Changes

1. The learner will recognize various classes of matter
   - 1.01 Classify samples of matter as: (1) solid, liquid, gas; (2) metallic, nonmetallic; (3) colored, colorless; (4) shiny, dull
2. The learner will become familiar with the laws of definite proportions and multiple proportions
   - 2.01 Perform experiments to determine the formulas of compounds in order to demonstrate the law of definite proportions
3. The learner will be familiar with physical changes such as phase changes and the characteristics of these changes
   - 3.01 Determine the melting point of a chemical in the laboratory by graphing and interpreting the temperature-time data
   - 3.02 Boil water and/or other liquids and graph and interpret the temperature-time data
4. The learner will be familiar with the evidence of chemical change
   - 4.01 Recognize and explain selected chemical changes that occur during selected reactions
   - 4.02 Describe changes such as endothermic and exothermic reactions, kindling temperature, spontaneous burning, and conditions necessary for combustion/oxidation
5. The learner will be aware of various types of nuclear changes
   - 5.01 Use and describe such terms as alpha and beta decay, fission, fusion, and chain reactions

Atomic Theory

1. The learner will be aware of the history of the development of the scientific model of the atomic theory
   - 1.01 Summarize the experiments and contributions of each person when given a list of people who contributed to the development of the atomic theory
2. The learner will demonstrate a general understanding of the atomic theory
   - 2.01 Develop currently-accepted models of the atom such as the Bohr and quantum mechanic models
3. The learner will understand the relationships expressed by the gas laws
   - 3.01 Demonstrate and describe the laws involving gases and the relationships expressed by Boyle's law, Charles' law, Dalton's law of partial pressures, Gay-Lussac's law, Graham's law, and the Ideal gas law

4. The learner will understand the classification of matter	4.01 Classify samples of matter as elements, compounds, or mixtures
5. The learner will understand the use of chemical symbols, formulas, and equations	5.01 Write the symbols for a list of the most common elements 5.02 Name the elements represented in a list of symbols 5.03 Write formulas for the names of given compounds and vice versa using the valence numbers of ions and radicals 5.04 Write balanced equations for common composition, decomposition, replacement, and ionic chemical reactions by using formulas for all reactants and products
Chemical Reactions	
1. The learner will have a general understanding of the relationship between matter and energy for both chemical and physical changes	1.01 Discover the net energy effects (exothermic/endothermic) of various reactions such as combustion, acid-base neutralization, reaction of a metal with an acid, and decomposition through a series of suitable experiments 1.02 Demonstrate and describe the use of ionic and covalent bonding
2. The learner will be familiar with factors affecting the rate of a reaction	2.01 Observe and explain the effects of temperature, surface area, catalysis, and other factors affecting reaction rates when given a laboratory situation
3. The learner will understand the concept of dynamic equilibrium	3.01 Demonstrate and explain the effect that changes in temperature, concentration, and pressure have on the extent and direction of a chemical reaction
4. The learner will develop the ability to identify the oxidation and reduction components of chemical reactions and balance selected redox equations	4.01 Determine the oxidation numbers of the elements in simple compounds 4.02 Determine the electron transfer among atoms in selected chemical reactions 4.03 Balance a set of unbalanced equations using the electron transfer (oxidation number) method
The Periodic Table	
1. The learner will understand the arrangement of data in the periodic table	1.01 Give reasons for and/or explain the arrangement of the elements in the periodic table 1.02 Identify the main groups of the representative elements and family characteristics in a periodic table 1.03 Compare properties of elements using a periodic table and a designated list of elements
2. The learner will develop a working knowledge of the periodic law	2.01 Identify and explain, when applicable, the following items using: (a) rows, (b) columns, (c) families, (d) periods, (e) metals, (f) nonmetals, (g) metalloids, (h) general reactiveness, (i) electronic configuration, and (j) relative atomic and ion size
Acids, Bases, and Salts	
1. The learner will recognize the importance of acids, bases, and salts in industry and in the home	1.01 Identify ways each of a list of common acids, bases, and salts may be used either in the home or in industry
2. The learner will know the names and formulas of many acids, bases, and salts	2.01 Write a chemical formula for each of a variety of simple acids, bases, and salts 2.02 Identify the formulas of simple acids, bases, and salts, each by name
3. The learner will understand physical characteristics and chemical properties of acids, bases, and salts	3.01 Determine experimentally the pH, the effect on litmus paper, and other physical characteristics of acids, bases, and salts 3.02 State definitions of acids and bases according to the theories of Arrhenius, Bronsted-Lowry, and Lewis

Organic Chemistry	
1. The learner will be familiar with the atomic structure and bonding behavior of carbon	1.01 Build and sketch as many isomers as possible for each formula when given a set of balls and stick components and several simple molecular formulas of carbon compounds
2. The learner will understand the major divisions of the hydrocarbons	2.01 Build and sketch the simplest members of the alkanes, alkenes, alkynes, and ring compounds that comprise the hydrocarbons, using a model building set
3. The learner will develop a general understanding of how various hydrocarbon substitution products are formed	3.01 Identify, name, and use various substitution (functional) groups to produce formulas of common hydrocarbon derivatives 3.02 Sketch, build (using models), and recognize the composition of several functional groups such as simple organic acids, alcohols, aldehydes, ketones, ethers, acetates, vinyls, and phenols
Aspects of Biochemistry	
1. The learner will become aware of various aspects of biochemistry	1.01 List groups of simple biochemical compounds such as fats, proteins, and carbohydrates 1.02 Describe major biochemical reactions which occur in living things such as digestion and cellular metabolism

CHEMISTRY/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world — adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources
4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation
7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked

7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

CHEMISTRY/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, among a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Classify a group of objects or concepts according to their various properties
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Use numbers in solving a scientific problem with an unknown quantity
4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form

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5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Make measurements within a given degree of accuracy using appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation.)*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction, and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean
9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 State logical conclusions which are based on a collection of data

10. The learner will demonstrate the ability to control variables *(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*	10.01 Identify variables and use proper controls when given appropriate materials and an experiment
11. The learner will demonstrate the ability to define operationally *(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*	11.01 State working definitions of scientific expressions such as gravity, heat, and temperature based upon past learning experiences
12. The learner will demonstrate the ability to formulate hypotheses *(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*	12.01 Formulate one or more hypotheses to explain experimental data
13. The learner will demonstrate the ability to experiment *(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*	13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials
14. The learner will demonstrate the ability to formulate models *(**Formulating models** is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*	14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time

CHEMISTRY/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

PHYSICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
Matter and Energy	
1. The learner will understand the concept of matter	1.01 Differentiate between mass and weight and explain various properties of matter 1.02 Explain the structure of matter in terms of subatomic, atomic, and molecular components 1.03 List and describe the states of matter (solid, liquid, gas, plasma)
2. The learner will understand the concept of energy	2.01 State several forms of energy such as heat, light, sound, electrical, nuclear, chemical, etc., and describe each form 2.02 Explain the law of conservation of matter and energy and in a general way explain the formula $E = mc^2$
3. The learner will understand the need for energy conservation	3.01 Give reasons and discuss why energy conservation is needed 3.02 List several ways by which energy can be conserved in industry, transportation, school, and in homes
Measurement	
1. The learner will know the history of measurements	1.01 Relate the history of the customary and metric (SI) systems of measurement
2. The learner will be familiar with the use of metric units	2.01 Use the metric system in appropriate situations
3. The learner will know how to use measuring devices	3.01 Use various measuring instruments in laboratory situations
4. The learner will understand the importance of accuracy and precision in scientific work	4.01 Demonstrate accuracy and precision in computing and measuring when doing laboratory experiments 4.02 Select appropriate measuring instruments when working with measurement problems
5. The learner will develop proficiency in estimating answers	5.01 Estimate answers based on significant figures using a problem involving mathematical figures
6. The learner will understand and develop skill in using scientific notation	6.01 Convert large and very small numbers to scientific notation

7. The learner will know how to graph	7.01 Graph and interpret data from a laboratory exercise or problem
Force and Motion	
1. The learner will know the basic laws of force and motion	1.01 Relate various force and motion problems to the correct laws 1.02 Describe the motion of an object as seen from within a reference frame or from outside a frame of reference
2. The learner will understand vectors and their uses	2.01 Resolve a series of vectors into a single vector by the addition of vectors (head-tail method)
3. The learner will understand the principle and implications of friction	3.01 Demonstrate that friction is the result of surface contact and attraction between two objects using various objects 3.02 Write several ways in which friction is useful, harmful, or wasteful
4. The learner will have a general understanding of gravity	4.01 Define gravity 4.02 Explain the term "center of gravity" 4.03 State the universal law of gravitational attraction 4.04 Explain the role of gravity as it relates to our solar system 4.05 Determine, experimentally, acceleration due to gravity 4.06 Solve problems using the universal gravitational law
5. The learner will understand velocity and its related equation	5.01 Use proper equations to find velocity under normal conditions using laboratory exercises and problems
6. The learner will understand the laws of momentum	6.01 Define momentum mathematically when given a description of a situation 6.02 "Prove" the law of momentum using examples of collisions in both one and two dimensions
7. The learner will understand and recognize various types of acceleration	7.01 Derive the relationship between acceleration, time, and distance using an inclined plane and a ball or other devices 7.02 Calculate acceleration given problem data
8. The learner will understand the general principles of the pendulum	8.01 Demonstrate and explain the general principles of the pendulum using equipment for a pendulum setup
9. The learner will understand centripetal force	9.01 Measure centripetal force using a string, nut, glass tube, and spring balance, or other devices
10. The learner will understand the mechanics of fluids	10.01 Verify the basic laws of fluids using a hydraulic jack or diagram of one 10.02 Solve for unknown variables such as pressure, force, area, and depth using problem data
Work, Energy, and Power	
1. The learner will understand that work, energy, and power are related concepts	1.01 Distinguish between potential and kinetic energy 1.02 Relate the correct definitions (equations) to each of the following: work, power, and energy
2. The learner will understand energy transfer	2.01 Trace the flow of energy (energy train) using a series of energy transfer problems
3. The learner will learn to solve, mathematically, problems involving work, energy, and power	3.01 Solve for unknown variables using problems about work, energy, and power
Electricity and Magnetism	
1. The learner will understand the atomic theory of matter	1.01 Demonstrate an understanding of the atomic theory when working problems dealing with electricity and magnetism 1.02 Relate the properties of matter to electricity and magnetism in various situations

2. The learner will understand the basic properties of electricity and magnetism	2.01 Demonstrate and explain general properties of electricity and magnetism using a glass rod, wool, silk, fur, magnets, and/or other devices 2.02 Apply the laws of electricity and magnetism when solving appropriate problems
3. The learner will understand the relationship of electricity and magnetism	3.01 Demonstrate the concept of interrelationship between electricity and magnetism when given a coil of wire, galvanometer, bar magnets, and iron filings
4. The learner will be familiar with the theory of electrochemical relationships	4.01 Demonstrate an understanding of the electroplating process according to the requirements of Faraday's law using a galvanic cell, battery, or other electrochemical device
5. The learner will understand basic circuitry and the importance of electronics to our society	5.01 Explain the use of the components of a circuit 5.02 Trace the development of electronics from the past to the present and relate the importance of electronics to our society
Optics and Waves	
1. The learner will understand how light behaves	1.01 Demonstrate and explain the wave characteristics of light and how it differs from the particle characteristics using a ripple tank or other device(s)
2. The learner will understand how reflections produce images	2.01 Show how reflections from a plane mirror, a concave mirror, and a convex mirror produce images 2.02 Solve for unknowns such as focal length and image distance using lens problems
3. The learner will understand refraction	3.01 Demonstrate and verify Snell's law using a light source, beaker of water, glass block, and concave and convex lenses 3.02 Calculate the index of refraction of several materials
4. The learner will understand the wave theories of light	4.01 Demonstrate the wave theory of light with respect to reflection, refraction, image formation, interference, diffraction, and resolution using lab activities and class exercises 4.02 Explain and discuss the particle theory of light
5. The learner will understand the mechanics of sound and sound waves	5.01 Demonstrate the characteristics of sound and sound waves using a slinky, soft spring, rope, ripple tank, or other devices 5.02 Demonstrate resonance using a metal rod and some rosin
Heat	
1. The learner will understand heat energy	1.01 Define and measure temperature using problems and lab situations 1.02 Use the law of heat exchange to determine the amount of heat lost or gained by an object using a calorimeter 1.03 Distinguish between heat and temperature 1.04 Explain phase changes in liquids, solids, and gases based on temperature data
2. The learner will have a general understanding of thermodynamics	2.01 Apply the laws of thermodynamics to appropriate problems
3. The learner will be familiar with the gas laws and the kinetic theory	3.01 Relate the principles of the kinetic theory to the gas laws 3.02 Solve for unknown variables such as volume, temperature, and pressure using gas law problems
4. The learner will have an understanding of low temperature phenomena	4.01 Describe the characteristics of objects at low temperatures (near absolute temperature)
Nuclear Physics	
1. The learner will understand nuclear reactions	1.01 List the reactions occurring in the nucleus when given examples of radioactive decay 1.02 Trace the historical development of models of the atoms 1.03 Calculate the half-life of selected radioactive substances

2. The learner will understand the practicality of nuclear energy as an alternative source of energy	2.01 Express opinion on pros and cons of nuclear energy as an alternative source of energy
Particle Physics	
1. The learner will understand the composition of the atom	1.01 Give a description of the roles that some particles play in the atom based on facts known to date
2. The learner will understand simple concepts of particle physics	2.01 Exhibit a knowledge of how to solve particle physics problems 2.02 Explain the Compton effect
Solid-State Physics	
1. The learner will know the basics of solid-state physics	1.01 Demonstrate knowledge of solid-state physics by reports (written or oral), charts, class projects, or problem solving 1.02 Relate several applications of solid-state physics in industry and in the production of items commonly used by people such as calculators, television sets, and radios

PHYSICS/ATTITUDES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 7-12	
1. The learner will develop a positive attitude toward the contributions of science and technology in shaping the world – adverse as well as beneficial effects	1.01 Examine a variety of viewpoints on controversial issues (related to science and technology) and form and express opinions about them when given opportunities through discussion, special assignments, independent study, etc. 1.02 Display an open and analytical mind in examining and discussing issues which invite a variety of opinions
2. The learner will develop a positive attitude toward the role of science in helping people meet their responsibilities to society	2.01 Express a realization that scientific knowledge is essential to the welfare of our society which is so complex and dependent upon science 2.02 Display an awareness that science is a process invented by people to solve human problems
3. The learner will develop a positive attitude toward the need for conservation, preservation, and wise use of natural resources	3.01 Show, by action and thought, the need for people to conserve, preserve, and make wise use of natural resources 3.02 Answer questions more positively than negatively when given a survey questionnaire related to conservation, preservation, and wise use of natural resources
4. The learner will enjoy scientific activity	4.01 Enjoy the challenge of formulating theories to explain observations 4.02 Show enthusiasm and interest when put into laboratory situations 4.03 Display enthusiasm for solving problems using experimental methods
5. The learner will develop a positive attitude toward the use of scientific inquiry as a way of thinking and evaluating all human activity	5.01 Make interpretations of observations and data obtained from experiments 5.02 Demonstrate critical thinking and the use of scientific inquiry when given a scientific problem
6. The learner will accept that uncertainties underlie many of the so-called laws of science	6.01 Accept, through action and verbal expression, the fact that the so-called laws of science are not absolute 6.02 Express empathy for the uncertainties associated with the so-called laws of science through discussion, debates, and experimentation

7. The learner will develop appreciation for the historical background of science	7.01 Show appreciation for the value of understanding the historical background of science 7.02 Demonstrate an appreciation for the historical background of science. Appreciation will be evident when the learner is in or outside the classroom through his/her habits and questions asked 7.03 Display appreciation for the historical background of science when studying about the contributions made to the field of science by scientists of the past and present

PHYSICS/PROCESS SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 10-12	
1. The learner will demonstrate the ability to observe *(**Observing** involves using one or more of the senses in perceiving properties or similarities and differences in objects and events. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments. Observations are influenced by the previous experience of the observer.)*	1.01 Identify the similarities and/or differences, using the senses, among a collection of objects or concepts
2. The learner will demonstrate the ability to classify *(**Classifying** involves the sorting or ordering of objects or events according to their properties or similarities and differences. Classification is based on observational relationships which exist between objects or events.)*	2.01 Classify a group of objects or concepts according to their various properties
3. The learner will demonstrate the ability to use numbers *(**Using numbers** is a means of quantifying measurements or comparisons. Numbers are needed to manipulate measurements, to order, and classify objects.)*	3.01 Use numbers in solving a scientific problem with an unknown quantity
4. The learner will demonstrate the ability to communicate *(**Communicating** involves the transmission of observable data. Examples of communication media are spoken or written words, graphs, drawings, diagrams, maps, and mathematical equations. Such skills as asking questions, discussing, explaining, reporting, and outlining can aid the development of communication skills.)*	4.01 Record observed information from science experiences in simple, clear tabular form

5. The learner will demonstrate the ability to measure *(**Measuring** is the ordering of things by magnitude such as area, length, volume, and mass. Measuring helps quantify observations. The process can involve the use of instruments and the skills needed to effectively use them.)*	5.01 Make measurements within a given degree of accuracy using appropriate measurement instruments
6. The learner will demonstrate the ability to predict *(**Predicting** involves suggesting what will occur in the future. Predictions are based on observations, measurements, and inferences about relationships between or among observed variables. Prediction is speculation of what will happen based on past experiences. Accuracy of a prediction is closely affected by the accuracy of the observation).*	6.01 Make predictions based on collected data
7. The learner will demonstrate the ability to use space/time relations *(**Using space/time relations** means describing the spatial relationships of objects and their change with time. Examples of this process skill are motion, direction and spatial arrangement, symmetry, and shapes.)*	7.01 Describe spatial relationships and their change with time (shapes, direction, spatial arrangements, motion and speed, symmetry, and rate of change) when confronted with situations involving position of objects
8. The learner will demonstrate the ability to infer *(**Inferring** involves the use of logic to make conclusions from observations. Inferring suggests explanations, reasons, or cause for events. Inferences are based on judgment and are not always valid.)*	8.01 Infer what the results of an investigation mean
9. The learner will demonstrate the ability to interpret data *(**Interpreting data** is a complex skill involving many of the other process skills. It involves making predictions, inferences, and hypotheses from a set of data. Interpretations may need revision when additional data are obtained.)*	9.01 State logical conclusions which are based on a collection of data

10. The learner will demonstrate the ability to control variables

*(**Controlling variables** is the managing of the conditions or factors in an experiment. Unless the variables of an experiment can be carefully regulated, the results of the experiment are not reliable.)*

10.01 Identify variables and use proper controls when given appropriate materials and an experiment

11. The learner will demonstrate the ability to define operationally

*(**Defining operationally** is stating definitions in working terms. Such definitions limit the meaning of a term to "what is done" and "what is observed." Example of a working definition: A dry cell, when properly connected with two wires and a light bulb, will cause the bulb to glow.)*

11.01 State working definitions of scientific expression such as gravity, heat, and temperature based upon past learning experiences

12. The learner will demonstrate the ability to formulate hypotheses

*(**Formulating hypotheses** involves forming a generalization question based on observations. The hypothesis is a problem to be solved through using other process skills, especially experimenting. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to be established.)*

12.01 Formulate one or more hypotheses to explain experimental data

13. The learner will demonstrate the ability to experiment

*(**Experimenting** involves testing a hypothesis under controlled conditions in which variables are limited. Experimenting is basic to the total scientific process and uses all of the other process skills.)*

13.01 Design and carry out a scientific investigation using a scientific problem and appropriate materials

14. The learner will demonstrate the ability to formulate models

*(**Formulating models** is a useful way of describing and explaining interrelationships of ideas. A model can be a mental, physical, or verbal representation of an idea. Models represent what we know about an idea or concept and are constantly changing as new data are obtained.)*

14.01 Formulate a mental or physical model to help explain certain concepts, principles, or ideas such as a solar eclipse or geologic time

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PHYSICS/MANIPULATIVE SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-12	
1. The learner will demonstrate skill in the use of instruments	1.01 Demonstrate the proper use of a laboratory instrument appropriate for the student's grade level or course
2. The learner will demonstrate skill in how to care for instruments	2.01 Demonstrate proper care of laboratory instruments when using and storing them
3. The learner will develop skill in constructing simple equipment	3.01 Construct simple equipment, models, and exhibits using materials and supplies appropriate for the student's grade level or course

Social Studies

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Social Studies

The social studies including history, geography, economics, government, sociology, and anthropology

These competency goals and performance indicators in the area of social studies were developed using the social studies section of the *Standard Course of Study for North Carolina Schools* and the state curriculum guide *A Focus on People, Culture, and Change* as the basic documents. They were considered and revised in the spring of 1978 by two committees: 25 teachers of grades K-7 and 25 teachers of grades 8-12. Between October 1978 and February 1979, they were reviewed, used and criticized by teachers in nine school systems. Initial drafts and final revisions were prepared by staff members in the Division of Social Studies.

This is not an all-inclusive document, nor is it a listing of minimum competencies. It is intended as a guide for curriculum planning, not as a statement of potential test items for students. We hope that it will be considered carefully as teachers and social studies departments plan the emphases and activities of their social studies programs, adding to this document other important or interesting social studies topics, deleting those topics which are unsuited to the students they teach.

The skills component of this document is to be used in conjunction with the knowledge component, skills being introduced, practiced, and refined as learners deal with the goals and performance indicators for knowledge. Because skills are developed over a long period of time, the skills goals and indicators are organized K-3, 4-7, and 8-9. Though all skills are introduced and developed in the K-9 years, secondary teachers should carefully plan to reinforce and maintain them.

Competency goals and indicators in the knowledge component are content-specific, corresponding to the content sequence for social studies in the *Standard Course of Study*. Should content be sequenced differently in a local social studies program, curriculum planners must ensure that at some time in grades 4-7, for example, learners are exposed to instruction about North Carolina, North and South America, Europe and the Soviet Union, and Africa, Asia, and Pacific cultures. By the same token, teachers of history and United States studies in grades 8-12, for instance, should examine goals for all areas dealing with the United States as they plan their courses, using and emphasizing those which relate to the specific courses they teach. Teachers of world cultures, studies, or history should similarly examine sections relating to World Studies, Government, and Economics.

Competency goals and indicators dealing specifically and exclusively with such courses as sociology or psychology were not developed for this publication. These and others may well be developed later and might profitably be developed at the local level.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-3	
1. The learner will identify and define problems and suggest ways of solving them	1.01 Define terms in an appropriately stated and pertinent problem 1.02 Set up a tentative hypothesis for dealing with the problem 1.03 Suggest possible consequences of various courses of action
2. The learner will locate needed information	2.01 Choose appropriate reference books and sources: a. primary dictionaries, glossaries b. primary encyclopedias c. age-appropriate newspapers and magazines d. age-appropriate atlases 2.02 Use the card catalogue to locate books and other materials related to a topic for which information is needed 2.03 Locate information by using the index in books 2.04 Locate information by using the table of contents in books
3. The learner will gather information	3.01 Collect information through field trips and interviews: a. identify the purpose of the activity b. plan procedures, rules of behavior, questions to be asked, things to look for c. use simple sampling techniques, develop questionnaires, conduct surveys d. record information gained during the field trip or interview 3.02 Gain information by reading, listening, and viewing pictures and films: a. read, listen, and view for main ideas b. read, listen, and view for supporting details
4. The learner will evaluate information	4.01 Distinguish between fact and fiction 4.02 Distinguish between relevant and irrelevant information about a given subject or topic
5. The learner will organize and analyze information and draw conclusions	5.01 Organize information: a. identify similarities and differences in data b. classify or categorize data c. identify cause-and-effect relationships within a given body of data d. place ideas in order 5.02 Analyze information: a.construct and interpret pictographs b. construct and interpret simple line and bar graphs c. apply previously learned concepts and generalizations to new data 5.03 Draw conclusions: a. summarize data which has been analyzed b. test the original hypothesis against data which has been gathered and analyzed c. generalize on the basis of the tested hypotheses
6. The learner will use maps and globes	6.01 Identify, given examples, maps, globes, aerial photographs, pictures, and models 6.02 Select the most appropriate from among definitions of maps and globes 6.03 Orient the map and note directions: a. distinguish left-right and up-down b. state that north is toward the North Pole and south is toward the South Pole on any map projection c. locate the other cardinal directions given the location north d. locate the intermediate directions 6.04 Locate places on maps and globes: a. distinguish between land masses and water areas b. locate and identify continents and oceans c. locate the home state and city (nearest large town) on a map of the United States and on a globe d. locate the Equator and polar circles on a world map or globe e. construct a simple non-symbolic map (i.e., a "treasure map") f. construct simple sketch maps of familiar areas

6.05 Use scale and compute distances
- a. use small objects to represent large ones (i.e., blocks = houses; a photograph of a given area = that area; model of an area or object = that area or object)

6.06 Interpret map symbols:
- a. relate a photograph and a map with the same perspective through the use of simple symbols on the map
- b. locate the legend on a given map
- c. recognize map symbols for roads, railroads, rivers, cities, and other common features

7. The learner will have a sense of time and chronology

7.01 Demonstrate an understanding of the time system and the calendar:
- a. tell time by the clock
- b. name in order the days of the week
- c. name in order the months of the year
- d. locate the dates of special events on a calendar
- e. associate accurately months with seasons of the year
- f. use accurately such indefinite time concepts as future, long ago, before, after

7.02 Demonstrate an understanding of the chronological sequence of events
- a. arrange in chronological order a series of personal experiences
- b. express order or sequence in terms of first, second, third, etc.
- c. construct a simple time line using pertinent information

8. The learner will demonstrate growth in self-management skills

8.01 Decrease, given age-appropriate experiences, egocentric (self-centered) perspectives
- a. identify examples of physical perspective
- b. identify examples of social or cultural perspective
- c. distinguish, given examples of each, between physical and social or cultural perspective
- d. identify, given a story, picture, or film depicting different ways of living, differences and similarities between his/her own perspective and those depicted
- e. grow in the capacity to act in response to the interests and welfare of others

8.02 Decrease, given age-appropriate experiences, in ethnocentric perceptions (the view that one's own group is the center of everything)
- a. recognize inaccuracies given both accurate and inaccurate statements about his/her own and other groups
- b. modify inaccurate statements about groups of people to make them more nearly accurate

8.03 Decrease, given age-appropriate experiences, in stereotypic perceptions (using "closed", dogmatic, "blanket" generalizations)
- a. choose from among alternative descriptions of groups those which are least stereotyped

8.04 Increase, given age-appropriate experiences, in the capacity to empathize (to "step into another's shoes" or to understand that others may "see things differently")
- a. demonstrate growing capacity to describe accurately the thoughts and feelings of others
- b. role-play characters in social contexts increasingly remote from his/her own

8.05 Increase, given age-appropriate experiences, in the ability to accept diversity increasingly as natural and inevitable
- a. ascribe many physical differences to heredity
- b. ascribe many behavioral differences to training or upbringing

8.06 Develop, given age-appropriate experiences, increasingly constructive attitudes toward change
- a. identify examples of physical change
- b. select, from among alternatives, examples of natural and/or inevitable change
- c. recognize the results of change
- d. predict the results of a proposed change

8.07 Accept, given age-appropriate experiences, conflict as inevitable and potentially manageable
- a. identify human situations which contain conflict
- b. suggest reasons for a given conflict rather than ascribing blame
- c. suggest ways a given conflict might have been avoided
- d. propose ways of settling a given conflict

	8.08 Grow in the capacity to recognize the moral complexity inherent in diversity, change, and conflict and seek solutions for such moral dilemmas a. identify the dilemma in an appropriately chosen story or other vehicle containing a moral dilemma b. describe the different points of view represented in the dilemma c. suggest alternative solutions to the dilemma d. suggest possible consequences of the alternative solutions to the dilemma e. choose the most humane solution to the dilemma
9. The learner will participate in group activities	9.01 Participate in appropriate group discussion and planning a. initiate ideas b. listen to the ideas of others c. suggest ways of resolving group differences 9.02 Engage in group decision-making a. follow democratic procedures in helping to make group decisions b. follow established rules c. anticipate possible consequences of group decisions d. suggest means of group evaluation 9.03 Act upon group decisions a. assume responsibility for carrying out assigned tasks b. accept responsibility for group actions taken as a result of democratic group planning and decision-making

SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 4-7	
1. The learner will identify and define problems and suggest ways of solving them	1.01 Recognize, given an appropriately stated and pertinent body of information, that a problem exists 1.02 Identify the basic assumptions (viewpoints) of parties to the problem 1.03 Identify the value conflicts inherent in the problem 1.04 Determine, after settling upon an hypothesis for dealing with the problem, an appropriate technique for testing the hypothesis
2. The learner will locate needed information	2.01 Choose appropriate reference books and sources to locate needed information a. dictionaries, glossaries b. encyclopedias c. age-appropriate newspapers and magazines d. atlases 2.02 Use the card catalogue to locate books and other materials related to a topic for which information is needed 2.03 Use the index in books 2.04 Use the table of contents in books
3. The learner will evaluate information	3.01 Check new data against a background of facts, given sources of information on a subject or topic 3.02 Identify emotional words 3.03 Identify evidences of propaganda 3.04 Detect inconsistencies in the data 3.05 Determine the completeness of data 3.06 Identify, given a body of data and generalizations drawn from it, generalizations based on insufficient evidence
4. The learner will organize and analyze information and draw conclusions	4.01 Organize information a. take notes on information gathered b. construct an outline, placing ideas in order c. define the pertinent topic d. write a summary of the ideas in his/her own words 4.02 Analyze information a. construct circle graphs b. draw inferences from data

4.03 Draw conclusions
- a. revise generalizations in the light of new data
- b. present conflicting data
- c. summarize data which has been analyzed
- d. examine data for inconsistencies and/or limitations
- e. evaluate his/her own reasoning against basic principles of logic

4.04 Select a rational course of action based on conclusions
- a. list alternative courses of action
- b. list arguments for and against each alternative
- c. select the course of action most likely to achieve goals

5. The learner will use maps and globes

5.01 Orient maps and note directions
- a. orient desk outline, textbook, and atlas maps correctly to the north
- b. use parallels and meridians in determining direction correctly
- c. construct simple maps which are properly oriented as to direction

5.02 Locate places on maps and globes
- a. locate the tropics on a world map or globe
- b. relate low latitudes to the equator and high latitudes to the polar areas
- c. use the number and key system to locate places on highway maps
- d. use latitude and longitude to locate places on a map

5.03 Use scale and compute distances
- a. determine the distance between two points using a scale of miles/kilometers
- b. state, given maps of different scale, that smaller scale must be used to map larger areas
- c. compute distance between two points on maps of different scale

5.04 Interpret map symbols
- a. recognize symbols for political boundaries
- b. identify the elevation of a given point on a color contour and raised relief map
- c. use correctly legends on maps appropriate to the intermediate grade level
- d. identify time zones
- e. rotate the globe to correspond to time zones
- f. state the reason for the International Date Line

5.05 Compare maps and draw inferences from them
- a. suggest, given a map and a city on that map, geographic factors which contributed to the development of the city
- b. compare two maps of the same area, combine the data on them, and make accurate inferences about the area
- c. choose, given a question and a variety of maps, the map which will best answer the question
- d. suggest economic activity and ways of living in a given area, given physical detail and latitude on a map
- e. identify the significance of relative location for national policies
- f. identify commonly used map projections and recognize their distortions
- g. identify geographic factors influencing a given historical or current event

6. The learner will have a sense of time and chronology

6.01 Demonstrate an understanding of the time system and the calendar
- a. use correctly such definite time concepts as second, minute, decade, century
- b. compute time problems using the Christian system of chronology — B.C. and A.D.
- c. associate months with seasons of the year in both northern and southern hemispheres
- d. translate dates into centuries

6.02 Demonstrate an understanding of the chronological sequence of events
- a. compute the length of time between two given dates
- b. construct a time line representing a series of historical events
- c. identify the relationship or lack of relationship among given events occurring at about the same time in different places

7. The learner will demonstrate growth in self-management skills

7.01 Decrease, given age-appropriate experiences, in egocentric (self-centered) perspectives
- a. anticipate the feelings of a person with a life style different from his/her own
- b. accept as legitimate the dissimilar views of people different from himself/herself

7.02 Decrease, given age-appropriate experiences, in ethnocentric perceptions (the view that one's own group is the center of everything)
- a. imply that no one set of standards applies to all groups
- b. analyze the behavior of other groups using statements which do not use his/her own group as the standard
- c. act in response to the needs of other groups as well as his/her own

7.03 Decrease, given age-appropriate experiences, in stereotypic perceptions (using "closed", dogmatic, "blanket" generalizations)
- a. revise stereotyped statements to make them more qualified
- b. use qualified ("some," "many") rather than stereotyped ("all," "every") descriptions of groups, beliefs, or events
- c. state that descriptions or opinions of phenomena may change as he/she or the phenomena change

7.04 Increase, given age-appropriate experiences, in the capacity to emphathize ("to step into another's shoes" or to understand that others may "see things differently")
- a. compose accurate diary entries or letters for hypothetical persons in remote times, places
- b. avoid disparaging explanations of unfamiliar behaviors
- c. offer logical, non-judgmental explanations of why people think, feel, or act in ways different from his/her own

7.05 Accept, given age-appropriate experiences, diversity increasingly as natural and inevitable
- a. identify examples of behavioral diversity
- b. identify examples of cultural diversity
- c. use non-judgmental terms to describe examples of behavioral and cultural diversity

7.06 Develop, given age-appropriate experiences, increasingly constructive attitudes toward change
- a. recognize the side-effects (ramifications) of change
- b. evaluate the positive and negative effects of change in terms of the well-being of the community

7.07 Accept conflict as inevitable and potentially manageable
- a. identify the particular interest of each party in a conflict

7.08 Increase in the capacity to deal with uncertainty
- a. accept the best answer available, knowing it may not be the final answer
- b. change opinions and actions when presented with new evidence
- c. continue to work on a problem in the hope of reaching a better solution

SKILLS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 8-9	
1. The learner will evaluate information	1.01 Distinguish, given a body of data, among facts, inferences, and value judgments 1.02 Identify, given a body of data, assumptions contained in the data
2. The learner will have a sense of time and chronology	2.01 Demonstrate an understanding of the time system a. distinguish between prehistoric and geological time 2.02 Demonstrate an understanding of the chronological sequence of events a. state, given an appropriate issue or problem, its historical antecedents b. state reasons for the varying durations of several historical periods

KNOWLEDGE (History, Economics, Government, Geography, Sociology/Anthropology)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades K-1	
1. The learner will know that people and their homes and schools change over time (history)	1.01 Describe changes in self and family (growth, birth, etc.) 1.02 Identify, given appropriate examples of change (series of photographs, etc.), those things which have changed

2. The learner will know commonly accepted symbols and observances of the American heritage (history, government)	2.01 Identify from among alternatives a. the National Anthem b. the American Flag 2.02 Interpret orally or artistically the symbols and/or importance of special days as they are celebrated a. Columbus Day b. Thanksgiving Day c. Lincoln's Birthday d. Washington's Birthday e. Memorial Day f. Independence Day
3. The learner will know famous people of history (history, government)	3.01 Know a. that George Washington was the first President of the United States b. the present President of the United States
4. The learner will know that unlimited wants and limited resources create scarcity (economics)	4.01 Distinguish between wants and resources given an appropriate listing of both 4.02 Distinguish between scarce and plentiful resources given an appropriate listing
5. The learner will know that all families produce and consume goods and services (economics)	5.01 Distinguish, given pertinent examples, between goods and services 5.02 Identify, given an appropriate description of a family, those family members who are a. producers b. consumers c. both producers and consumers 5.03 State that families earn their money by producing goods or services
6. The learner will know that there is a division of labor in home and school (economics)	6.01 Identify jobs performed by various family members when provided with an appropriate written, oral, or visual description of a family 6.02 Predict, after hearing, reading, or seeing a description of a hypothetical family with an inefficient division of labor, possible consequences of such inefficiency 6.03 Name and describe, following a trip around the school and/or interviews with school workers, the jobs performed by the various categories of school workers 6.04 Identify and state, given descriptions of jobs performed by school workers, the relationships between such work and the well-being of the school community
7. The learner will know that people living in groups need rules and laws (government, sociology/anthropology)	7.01 Suggest the need for rules or laws when presented with a situation illustrating dangers or confusions caused by the absence of rules or laws 7.02 Suggest appropriate rules for a game when confronted with a childhood game without rules or with confusing or inappropriate rules
8. The learner will know that rules and laws are part of community life (government, sociology/anthropology)	8.01 Identify rules of family living when given a story or illustration depicting a family living in one's own or another culture
9. The learner will know the effects of climate on how people live (geography, sociology/anthropology)	9.01 State, given descriptions of changing seasons, what clothing is suitable for wear in different seasons 9.02 Identify games, recreational activities, and holidays associated with different seasons
10. The learner will know that people and their environments are interdependent (geography, history, government)	10.01 Identify, given pertinent and appropriate information, the interdependence of people and their environments 10.02 Suggest, given appropriate examples of environmental change, alterations that such change might cause in the living styles of people
11. The learner will know that maps and globes are representations of the earth's surfaces (geography)	11.01 Distinguish between maps and globes and describe appropriate uses of each 11.02 Construct and locate places on simple maps of a. the home b. the classroom c. the school

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12. The learner will know the physical features of the earth (geography)	12.01 Distinguish between land and water areas on primary maps and globes 12.02 Identify the continents and oceans of the world
13. The learner will know that individuals and families are both alike and different (sociology/anthropology)	13.01 Distinguish, given appropriate experiences, likenesses and differences among families in terms of a. size b. composition c. ways of living
14. The learner will know that individuals occupy multiple roles in families and schools (sociology/anthropology)	14.01 Distinguish among the social roles one occupies (child, grandchild, sibling, learner, teacher) 14.02 Identify, given an appropriate description of a child, the groups of which the child is a member (e.g., family, school, religious, play, community)

Grades 2-3

1. The learner will know that neighborhoods and communities change over time (history)	1.01 Identify changes which have occured when presented with appropriate maps, pictures, or descriptions of change in a given neighborhood or community 1.02 Predict logical future changes when given an incomplete set of pictures or an unfinished film or story
2. The learner will know commonly accepted symbols and observances of the American heritage (history, government)	2.01 Repeat the Pledge of Allegiance to the Flag 2.02 Identify from among alternatives the Flag of North Carolina 2.03 Interpret orally or artistically the symbols and/or importance of special days as they are celebrated a. Labor Day b. Veterans Day c. Martin Luther King's Birthday
3. The learner will know famous people of history (history, government)	3.01 Know that Abraham Lincoln was President during the Civil War 3.02 Know the present governor of North Carolina
4. The learner will know that unlimited wants and limited resources create scarcity (economics)	4.01 Conclude, given an appropriate problem of scarcity (i.e., not enough pencils, paper, or scissors for every pupil; not enough money to buy all the toys one wants), that one must make choices about how scarce resources are to be used 4.02 Identify economics as the process of making decisions about the use (allocation) of scarce resources
5. The learner will know that there is a division of labor (specialization) in neighborhoods and communities (economics)	5.01 Identify jobs performed in neighborhood/community businesses and industries following a field trip to such businesses or industries 5.02 Describe, following an appropriate field trip or other similar experience, specialized jobs in neighborhood/community businesses and industries 5.03 State the interrelationships of specialized jobs in a neighborhood/community business or industry
6. The learner will know that money is a means of economic exchange (economics)	6.01 Distinguish between money and barter (or trading, "swapping") 6.02 Identify incidences of money being exchanged for goods or the performance of services 6.03 Describe, following a visit to a bank or a classroom banking simulation, the function a bank performs in a community
7. The learner will know that taxes are collected from all citizens to finance community services (economics, government)	7.01 Distinguish, given appropriate examples, between publicly and privately funded community services 7.02 Distinguish between examples and non-examples of taxes 7.03 Choose the most persuasive (fairest or most civic minded) from a list of reasons for paying taxes for community services
8. The learner will know that economic resources exist in every community (economics, geography)	8.01 Define the term "economic resource" and identify, from among alternatives, economic resources 8.02 Identify, following a community tour, a community's economic resources 8.03 Identify, following a study of a community different from one's own, that community's economic resources

9. The learner will know that different communities may use their economic resources in different ways (economics, geography)	9.01 State, given knowledge of economic resources in one's own community, how these resources are used 9.02 Describe, given a knowledge of the economic resources of a community different from one's own, the uses of those resources by the community 9.03 Describe the changing uses of a community's economic resources, given a pertinent and appropriate description of that community changing over time
10. The learner will know that people living and working in groups need rules and laws (government, sociology/anthropology)	10.01 Suggest, given a situation in which rules or laws are not obeyed, the consequences of such non-obedience 10.02 Suggest practical and workable rules for classroom and school behavior and justify the need for such rules
11. The learner will know that rules and laws are a part of community life (government, sociology/anthropology)	11.01 Distinguish between examples and non-examples of rules and laws 11.02 Suggest appropriate rules when confronted with a situation in which the absence of rules causes confusion 11.03 Identify, given a pertinent description of a community different from one's own, some rules and laws of that community 11.04 Conclude, given examples of the laws of one's own and a different community, that both communities have rules and laws
12. The learner will know that the local community makes laws to govern itself and that adults elect men and women from the community to operate the local government (government)	12.01 Identify governmental bodies from examples of both governmental and non-governmental bodies 12.02 Describe the basic characteristics of governmental bodies in one's own community (i.e., elected by the people or appointed by the people's elected representatives) 12.03 Identify *elected* community officials, given examples and non-examples of such officials from one's own community 12.04 Distinguish between rules and laws when given examples of both 12.05 Identify examples of the elective process on the community level, given examples from one's own community
13. The learner will know that community governments provide some necessary services to their communities and that individuals pay for these services with taxes (government, economics)	13.01 Identify examples of community services paid for by taxes when given examples and non-examples of such services 13.02 Distinguish between public servants ("community helpers") and privately-paid service workers, stating that citizens pay for public servants with their taxes 13.03 Distinguish between examples and non-examples of taxes being paid 13.04 Rank in order, from necessary to desirable, the options before a real or hypothetical local governing body as it decides how to spend tax monies
14. The learner will know that people and their governments depend on each other (government)	14.01 Describe how individuals and families depend on given examples of essential government services 14.02 State, given appropriate and pertinent examples of government at work, how local governing bodies depend on people to help them do their work
15. The learner will know the effects of climate on how people live (geography, sociology/anthropology)	15.01 Describe orally or artistically ways of living in a climate different from one's own 15.02 State how ways of living might differ in differing climates 15.03 Cite likenesses and differences in the ways of living of people whose living styles are largely dictated by climate and those who have largely overcome the effects of climate 15.04 Identify some practices and inventions which enable people to overcome the effects of climate
16. The learner will know that all people live within multiple environments (government, economics, geography, sociology/anthropology)	16.01 Distinguish, given appropriate examples, between physical and cultural environments 16.02 Distinguish, given pertinent examples of cultural environments, among political, economic, and social environments
17. The learner will know that people and their environments are interdependent (geography, history, economics, government)	17.01 Suggest, given examples of environmental change, modifications such change might make in ways of living 17.02 Suggest some possible results of common environmental abuses 17.03 Suggest logical alternatives to given examples of environmental abuse

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	17.04 Suggest the solution to a given problem of environmental abuse a. identify the problem b. identify the viewpoints of parties to the problem c. offer possible solutions d. predict the consequences of alternative solutions to the problem
18. The learner will know that maps and globes are representations of the earth and will use basic geographic terminology (geography)	18.01 Construct simple maps of one's own neighborhood/community and locate places on them 18.02 Construct simple maps of communities studied and locate places on them 18.03 Identify and use map symbols to represent a. streets, roads, highways b. rivers, oceans, lakes c. structures of various kinds (bridges, various buildings) d. land areas 18.04 Use correctly such physical geographic terms as hemisphere, equator, specific landforms (mountain, plain, island, penisula, etc.), and climates 18.05 Locate on an appropriate map one's own city, county, state, and nation and correctly use these political/geographic terms
19. The learner will know how individuals, families, and communities are alike and different (sociology/anthropology, geography, government)	19.01 Distinguish likenesses and differences among carefully described individuals and families in terms of a. physical attributes b. behavior c. human needs 19.02 Distinguish similarities and differences between two carefully described communities in terms of a. climate/physical environment b. economic activity c. government d. how these communities satisfy the basic needs of their citizens
20. The learner will know that individuals occupy multiple roles in families, neighborhoods, and communities (sociology/anthropology)	20.01 Identify the multiple roles occupied by familiar adults 20.02 Identify from a description of an unfamiliar adult the multiple roles he/she occupies
21. The learner will know that human groups maintain norms of behavior (sociology/anthropology)	21.01 Identify, from a careful description of familiar groups, a. group rules (customs) b. how group rules (customs) are learned c. how group rules (customs) are enforced (maintained) 21.02 Suggest, given examples of familiar groups, behaviors appropriate within the group
Grade 4	
1. The learner will know that ways of living change over time and how and why these changes occur (history)	1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in North Carolina and the Southeast 1.02 Identify from among given alternatives the effects or results of changes which have occurred in North Carolina and the Southeast 1.03 Explain accurately the reasons for carefully selected examples of change in North Carolina and the Southeast 1.04 Place in chronological order appropriately chosen examples of change in North Carolina and the Southeast
2. The learner will know that change affects the lives of people (history, sociology/anthropology	2.01 Predict logical effects on the lives of people of a given change in North Carolina and/or the Southeast 2.02 Select from a list of possible results of a given change in North Carolina and/or the Southeast, the most logical result(s) of the change 2.03 Categorize as political, social, economic, geographic (or any combination of these) given examples of change in North Carolina and/or the Southeast
3. The learner will know major events in the history of North Carolina (history, government)	3.01 Order chronologically a given series of major events in the history of North Carolina 3.02 Identify, given a description of a key event in North Carolina history, the location in which the event occurred

4. The learner will know that the past of North Carolina affects the lives of its citizens today (history, government, economics, sociology/anthropology)	4.01 Identify the influence of an important event in North Carolina's past on present ways of living in the state 4.02 Categorize the influence of an event in North Carolina's past as political, economic, social, or any combination of these 4.03 Identify pertinent causes (or antecedents) in the past of a significant and appropriate North Carolina phenomenon or event 4.04 Order chronologically the causes, the event itself, and effects of a significant North Carolina phenomenon
5. The learner will know the location and use of economic resources in North Carolina and the Southeast (economics, geography)	5.01 Categorize a well-constructed list of resources of North Carolina and/or the Southeast as human, natural, capital, and technological 5.02 Identify from a general list of economic resources those present in large quantity in North Carolina and/or the Southeast 5.03 Suggest the use being made or not being made of specified natural resources of North Carolina and/or the Southeast 5.04 Suggest accurate relationships from maps showing the location of earth materials, labor supply, production plants, and transportation facilities in North Carolina and the Southeast
6. The learner will know that many economic actiyities in North Carolina and the Southeast are interdependent (economics)	6.01 Choose examples from among specific examples and non-examples of economic interdependence in North Carolina and the Southeast 6.02 Cite all valid examples of interdependence with other businesses or industries, given a description of the activities and workings of a familiar business or industry
7. The learner will know that laws are made by all levels of government (government)	7.01 Distinguish, from pertinent descriptions of each, among local, state, and national governments 7.02 Identify the composition of law-making bodies at local, state, and national levels given concise information about these bodies
8. The learner will know that in democracies citizens must communicate their wishes to their elected governments (government)	8.01 Identify, from given examples and non-examples, means by which citizens can influence their elected governments 8.02 Choose from among specific alternatives the means which citizens will find are most useful in influencing local governing bodies
9. The learner will know the process of a democratic election (government)	9.01 Define, given appropriate experiences, the following terms associated with the electoral process a. candidate b. campaign c. political party d. general election
10. The learner will know that local, state, and national governments often assist one another in meeting the needs of people (government)	10.01 Distinguish, from a given list of problems, those which are local, state, and national, as well as those which apply to more than one level of government
11. The learner will know that there are traditional symbols of citizenship (government, history)	11.01 Identify from among alternatives a. the Governor of North Carolina b. the capitals of North Carolina and the United States c. the flag of North Carolina d. the North Carolina State Seal e. the State song
12. The learner will know that governments get their money from people (economics, government)	12.01 Distinguish between examples and non-examples of taxes 12.02 Distinguish between local and state taxes 12.03 Cite, given specific, familiar examples of taxes and governmental services, all applicable relationships between them
13. The learner will know that physical geography is a factor in determining where and how people live (geography)	13.01 Identify changes in the extent to which physical geography influences the lives of people when given three or more examples of ways of living at different periods of time in North Carolina and/or the Southeast 13.02 State defensible reasons for those changes

14. The learner will know that there is an unequal distribution of natural resources (geography, economics)	14.01 Locate on a physical/resource map of North Carolina and the Southeast a. areas best suited for agriculture b. areas best suited for the location of basic industry 14.02 Locate, given an appropriate map of North Carolina and the Southeast, major landforms and bodies of water 14.03 Locate on an appropriate map of North Carolina and the Southeast major quantities of a. forest resources b. oil c. natural gas d. precious metals e. mineral resources f. coal
15. The learner will know that resources may be consumed, conserved, polluted, destroyed, and renewed (geography, economics)	15.01 Predict the consequences of overconsumption, given an appropriate local case study of the overconsumption of non-renewable resources 15.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully chosen case study a. state reasons why the pollution occurred b. suggest alternative uses of the resources c. suggest ways of renewing or recycling the polluted resources
16. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)	16.01 Describe the changes made in ways of living in North Carolina and the Southeast by such significant inventions as automobiles, television, etc. 16.02 Describe and cite reasons for resistance to these changes 16.03 Cite both positive and negative effects of the changes

Grade 5

1. The learner will know that ways of living change over time and why and how these changes occur (history)	1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in the United States, Canada, and Latin America 1.02 Identify from among alternatives the effects or results of important changes which have occurred in the United States, Canada, and Latin America 1.03 Explain accurately the reasons for carefully selected examples of change in the United States, Canada, and Latin America 1.04 Place in chronological order appropriately chosen examples of change in the United States, Canada, or Latin America
2. The learner will know that change affects the lives of people (history, sociology/anthropology)	2.01 Select from a list of possible results of a given change in the United States, Canada, or Latin America, the most logical result(s) of the change 2.02 Predict logical effects on the lives of people of given significant change occurring in the United States, Canada, or Latin America 2.03 Categorize as political, social, economic (or any combination of these) given examples of change in the United States, Canada, and/or Latin America
3. The learner will know major events in the history of the United States, Canada, and nations of Latin America (history)	3.01 Order chronologically a given series of major events in the history of the United States, Canada, or nations of Latin America 3.02 Match the event with the nation, given appropriately selected lists of events and nations (the United States, Canada, selected Latin American nations) 3.03 Identify, given a key event in United States history, the location in which the event occurred
4. The learner will know that the histories of the United States, Canada, and Latin American nations affect the lives of their citizens today (history, government, economics)	4.01 Analyze the influence of an event in United States, Canadian, or Latin American history on present ways of living in the nation 4.02 Categorize the influence(s) of an important event in United States, Canadian, or Latin American history as economic, social, political, or any combination of these 4.03 Identify pertinent causes (or antecedents) from the past of a significant current phenomenon in Canada, Latin America, or the United States 4.04 Order chronologically the causes, the event itself, and effects of a phenomenon or event in the history of the United States, Canada, or Latin America

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5. The learner will know the location and use of economic resources in the United States, Canada, and Latin America (economics, geography)	5.01 Categorize given resources of the United States, Canada, or Latin America as human, natural, capital and technological 5.02 Identify, from a given general list of economic resources, those present in large quantity in Canada, the United States, or Latin America 5.03 Suggest the use being made or not being made of specified natural resources of Latin America, Canada, or the United States 5.04 Suggest accurate economic relationships given map(s) showing the location of earth materials, labor supply, production plants, and transportation facilities in the United States, Canada, and/or Latin America
6. The learner will know the characteristics of economic systems in Canada, the United States, and Latin America (economics)	6.01 Identify varying economies of the United States, Canada, and Latin America, given descriptions of them, as a. subsistence b. barter c. money d. pre-industrial e. industrial
7. The learner will know the basic attributes of the economic system of the United States (economics, government)	7.01 State the importance of consumer demand in deciding what goods and services are produced, given basic and pertinent descriptions of the market economy of the United States at work 7.02 Describe the interaction of the following elements in the production of a familiar product a. natural resources b. capital c. labor d. transportation e. consumer demand
8. The learner will know the difference between developed and developing economic regions (economics, geography)	8.01 Define and state at least three characteristics of these economies: a. developed b. developing 8.02 Locate on a map of the Western Hemisphere developed and developing economic regions 8.03 Determine from a careful description of an economic region of North or South America whether it is developed or developing
9. The learner will know the economic problems of developing regions in the Western Hemisphere (economics)	9.01 Choose, from a general list of economic problems, those common to developing regions 9.02 List, from a description of a developing economic region in the Western Hemisphere, problems that region will likely face 9.03 Propose logical alternative solutions to the problems of a real or hypothetical developing economic region
10. The learner will know that the economies of Canada, the United States, and Latin America are interdependent (economics)	10.01 Choose examples, given examples and non-examples, of interdependence within and among the economies of Canada, the United States, and Latin America 10.02 Cite all valid examples of interdependence with other businesses or industries when given a description of the activities and workings of a familiar United States, Canadian, or Latin American business or industry 10.03 Identify those which show inter-regional economic dependence, given appropriate Canadian, United States, and Latin American examples
11. The learner will know that laws are made by local, state, and national governments (government)	11.01 Distinguish among local, state, and national governments from descriptions of all three 11.02 Identify legislative, executive, and judicial functions of local, state, or national governments given adequate descriptions of these functions
12. The learner will know that in democracies, citizens must communicate their wishes to their elected governments (government)	12.01 Identify examples, given examples and non-examples, of means by which citizens can influence their governments 12.02 Suggest means that citizens might use to influence government policy given an example of governmental apathy on an issue of popular concern 12.03 Suggest some consequences of the failure of citizens to communicate their wishes to their elected governments

13. The learner will know the process of a democratic election (government)	13.01 Define, given appropriate experiences, the following terms associated with the electoral process a. registration b. voting c. candidate d. campaign e. primary election f. political party g. party convention h. general election 13.02 Place in chronological order the steps in a democratic election
14. The learner will know that different forms of government have different ways of choosing and changing leaders (government)	14.01 Predict the manner by which leaders are selected and changed, given pertinent illustrations of the characteristics of selected governments in Canada, the United States, and Latin America 14.02 Order correctly the steps of choosing chief executives (presidents, prime ministers) in the United States and in parliamentary democracies like Canada
15. The learner will know that different societies have different attitudes toward the rights of citizens as against the authority of the state (government)	15.01 Distinguish democratic from non-democratic relationships, given examples of relationships between citizens and their governments in the Western Hemisphere 15.02 Identify the rights of citizens in the United States, given a listing of possible rights of individuals
16. The learner will know that there are different forms of government and that these forms may change over time (government, history)	16.01 Identify from appropriately stated descriptions the dominant governmental forms of the Western Hemisphere 16.02 Identify, from a change in government over time, a. the reasons for the change b. the results of the change in terms of the rights of individuals
17. The learner will know that local, state, and national governments often assist one another in meeting the needs of people (government)	17.01 Identify examples of cooperation/assistance among local, state, and national governments, given both examples and non-examples 17.02 Identify problems as being largely local, state, and/or national from a given list of problems
18. The learner will know that problems of common concern often elicit international cooperation and conflict (government)	18.01 Identify Western Hemisphere problems which cross national boundaries when confronted with a list of common problems 18.02 Distinguish between examples of international cooperation and international conflict, given descriptions of relations among the governments of Canada, the United States, and Latin American nations
19. The learner will know that there are traditional symbols of citizenship (government, history)	19.01 Identify and distinguish between the Declaration of Independence and the Constitution of the United States 19.02 Identify national flags and other important symbols of citizenship of Canada and Latin American nations studied
20. The learner will know that governments are supported by taxes paid by citizens (government, economics)	20.01 Distinguish between examples and non-examples of taxes 20.02 Cite relationships between tax payment and government services
21. The learner will know that physical geography is a factor in determining how and where people live (geography)	21.01 Identify instances in which physical geography is a significant factor in determining how/where people live, given examples of ways of living in Canada, the United States, and Latin America 21.02 Identify technology as a means of overcoming the effects of physical geography from selected descriptions of ways of living in Latin America, Canada, and the United States 21.03 Identify changes in the extent to which physical geography influences the lives of people given three or more examples of ways of living at different time periods in Canada, the United States, or Latin America 21.04 Offer defensible reasons for these changes

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22. The learner will know that there is an unequal distribution of material resources (geography, economics)
    - 22.01 Locate on a physical/resource map of Canada, the United States, and/or Latin America
      a. areas best suited for agriculture
      b. areas best suited for extraction industries (mining, forestry, etc.)
      c. areas best suited for the location of basic industry
    - 22.02 Locate, given an appropriate map of the Western Hemisphere, major landforms and bodies of water
    - 22.03 Locate on an appropriate map of the Western Hemisphere major sources of the following:
      a. forests
      b. petroleum
      c. coal
      d. precious metals
    - 22.04 Suggest the effects of unequal distribution of natural resources on ways of living from pertinent descriptions of two geographic regions of Canada and/or Latin America having unequal distribution of resources

23. The learner will know that natural resources may be consumed, conserved, polluted, destroyed, and renewed (geography, economics)
    - 23.01 Predict the consequences of overconsumption given an appropriate case study of the overconsumption of non-renewable resources in Canada, the United States, or Latin America
    - 23.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully stated case study drawn from Canada, the United States, or Latin America
      a. state reasons why the pollution occurred
      b. suggest alternatives to the pollution of the resources
      c. suggest ways of renewing the resources or substituting for them

24. The learner will know that while each individual is unique, similarities among peoples are greater than differences (sociology/anthropology)
    - 24.01 Distinguish likenesses and differences among selected peoples of Canada, the United States, and Latin America in terms of physical attributes and ways of living
    - 24.02 Distinguish likenesses and differences among peoples of at least two societies of Canada, the United States, and Latin America
    - 24.03 Distinguish likenesses and differences between two distinct cultures of Canada or Latin America

25. The learner will know the roles of persons and groups in the United States, Canada, and nations of Latin America (sociology/anthropology)
    - 25.01 State the roles of persons in groups, the purposes of grouping, and norms of behavior in given distinctive groups in Canada, the United States, and nations of Latin America
    - 25.02 Identify religious, ethnic, and racial groups and their relative status, given a concise and relevant description of Canadian, United States, or Latin American society

26. The learner will know the basic social institutions and how these institutions serve the societies of Canada, the United States, and Latin America (sociology/anthropology)
    - 26.01 Identify, given descriptions of the societies of Canada, the United States, and Latin America, the basic social institutions of each
    - 26.02 Match the institution with the services it performs, given a basic social institution and a description of ways of living in Canada, the United States, or Latin America

27. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)
    - 27.01 Describe changes made in ways of living in Canada, the United States, or Latin America by such significant inventions as the automobile, air travel, television, etc.
      a. describe and cite reasons for resistance to changes
      b. cite both positive and negative effects of changes
    - 27.02 Evaluate examples of interdependence and/or influence among the cultures of the Western Hemisphere
      a. cite reasons for such interdependence or influence
      b. cite both positive and negative effects of such interdependence or influence on all parties affected

Grade 6

1. The learner will know that ways of living change over time and how and why these changes occur (history)
    - 1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, entertainment, etc.) in Europe and/or the Soviet Union
    - 1.02 Identify from among alternatives the effects of important changes which have occurred in Europe or the Soviet Union
    - 1.03 Explain accurately the reasons for carefully selected examples of change in Europe or the Soviet Union
    - 1.04 Place in chronological order appropriately chosen examples of change in Europe or the Soviet Union

2. The learner will know that change affects the lives of people (history, sociology/anthropology)	2.01 Select from a list of possible results of a given change in Europe or the Soviet Union, the most logical result(s) of the change 2.02 Predict logical effects on the lives of people of a stated change occurring in Europe or the Soviet Union 2.03 Categorize as economic, social, or political (or any combination of these) given examples of change in Europe and/or the Soviet Union
3. The learner will know major events in the history of Europe and the Soviet Union (history)	3.01 Order chronologically a given series of major events in the history of Europe and/or the Soviet Union 3.02 Identify, given a key event in the history of Europe or the Soviet Union, the location where the event occurred
4. The learner will know that the histories of the Soviet Union and nations of Europe affect the lives of their citizens (history, government, economics)	4.01 Analyze the influence of an important event in the history of the Soviet Union or a European nation on the lives of its citizens today 4.02 Categorize the influence(s) of a significant event in the history of Europe and/or the Soviet Union as economic, social, political, or any combination of these 4.03 Identify pertinent causes (or antecedents) from the past of a significant current phenomenon in Europe or the Soviet Union 4.04 Order chronologically the causes, the event itself, and the effects of an important phenomenon or event in the history of Europe and/or the Soviet Union
5. The learner will know the location and use of economic resources in Europe and the Soviet Union (economics, geography)	5.01 Categorize given economic resources of Europe and the Soviet Union as human, natural, capital, and technological 5.02 Select from a general list of economic resources those present in the Soviet Union and Europe 5.03 Suggest the use being made or not being made of specified major natural resources of Europe and/or the Soviet Union 5.04 Suggest accurate economic relationships given a map or maps showing the location of earth materials, labor supply, production plants, and transportation facilities in Europe and/or the Soviet Union
6. The learner will know the major characteristics of the economic systems of Europe and the Soviet Union (economics)	6.01 Identify specifically described economies of Europe and the Soviet Union as a. pre-industrial b. industrial 6.02 Distinguish among command, mixed, and market economies, given precise descriptions of each
7. The learner will know that economies are interdependent in Europe and in the Soviet Union (economics, government)	7.01 Choose examples, given examples and non-examples, of interdependence in the economies of Western European nations and of eastern Europe and the Soviet Union 7.02 Identify examples of international economic interdependence given appropriate descriptions of European and Soviet economic activities
8. The learner will know that different forms of government have different ways of choosing and changing leaders (government)	8.01 Predict the ways of selecting and changing leaders given pertinent illustrations of the characteristics of selected governments of Europe and the Soviet Union 8.02 Order correctly the steps of choosing chief executives in the Soviet Union and in a parliamentary democracy like Britain or France 8.03 Distinguish between the roles of the political party and the formal government in choosing leaders of the Soviet Union
9. The learner will know that different societies have different attitudes toward the rights of citizens as against the authority of the state (government)	9.01 Distinguish democratic from undemocratic relationships given examples of relationships between citizens and their governments in Europe and the Soviet Union
10. The learner will know that there are different forms of government and that these forms may change over time (government, history)	10.01 Identify, given European and Soviet examples (either historic or contemporary) the following governmental forms a. monarchy b. oligarchy c. dictatorship d. republic 10.02 Identify, given careful descriptions of each, the forms of government of major European nations

	10.03 Identify, from a change in government, a. the reasons for the change b. the results of the change in terms of the rights of individuals
	10.04 Distinguish, citing pertinent examples from governments of Europe and the Soviet Union, major differences between revolutionary and evolutionary changes in government
11. The learner will know that problems of common concern often elicit international cooperation and conflict (government)	11.01 Identify problems which cross boundaries within and among European nations and the Soviet Union, given a list of common problems
	11.02 Distinguish between examples of international cooperation and international conflict given descriptions of relations among governments of Europe and the Soviet Union
12. The learner will know that there are traditional symbols of citizenship and/or nationality (history, government)	12.01 Identify national flags, leaders, or other symbols of citizenship or nationality in European nations studied and in the Soviet Union
13. The learner will know that governments are supported by taxes paid by citizens (government, economics)	13.01 Cite applicable relationships between tax payment and government services in Europe and the Soviet Union
	13.02 Distinguish between welfare states and others in terms of the number and scope of government services to citizens and in terms of taxes paid by citizens
14. The learner will know that physical geography is a factor in determining how and where people live and have lived (geography, history)	14.01 Identify instances in which physical geography is or has been a significant factor in determining how/where people live or have lived in Europe and the Soviet Union
	14.02 Identify technology as a means of overcoming the effects of physical geography when presented with appropriate descriptions of ways of living in Europe and the Soviet Union
	14.03 Evaluate changes in the extent to which physical geography influences the lives of people given three or more descriptions of life in Europe and the Soviet Union at different time periods
15. The learner will know that there is an unequal distribution of natural resources (geography, economics)	15.01 Locate on a physical/resource map of Europe and/or the Soviet Union a. areas best suited for agriculture b. areas best suited for extractive industry (mining, forestry, etc.)
	15.02 Locate, given an appropriate map of Europe and the Soviet Union, major landforms and bodies of water
	15.03 Locate on an appropriate map of Europe and the Soviet Union major sources of a. oil b. coal c. industrial minerals (iron ore, etc.)
	15.04 Suggest the effects of unequal distribution of natural resources on ways of living from pertinent descriptions of at least two regions of Europe or the Soviet Union having an unequal distribution of resources
16. The learner will know that natural resources may be consumed, conserved, polluted, destroyed, and renewed (geography, economics)	16.01 Predict the consequences of overconsumption given an appropriate case study of the overconsumption of non-renewable resources in Europe and the Soviet Union
	16.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully constructed case study drawn from Europe or the Soviet Union a. state reasons why the pollution occurred b. suggest alternatives to pollution of the resources c. suggest ways of renewing the polluted resources
17. The learner will know the basic social institutions and how these institutions serve the societies of Europe and the Soviet Union	17.01 Identify, given descriptions of the societies of Europe and the Soviet Union, their basic social institutions
	17.02 Match the institution with the services it performs, given a basic social institution and a description of ways of living in societies of Europe and/or the Soviet Union
	17.03 Suggest, given statements of beliefs common to the people of European nations and of the Soviet Union, how these beliefs might affect the basic social institutions of the societies

18. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)	18.01 Describe changes made in ways of living in Europe and the Soviet Union by such significant inventions as steam power, air travel, etc. a. describe and cite reasons for the change and for resistance to it b. cite both positive and negative effects of change 18.02 Evaluate examples of interdependence and/or influence among cultures of Europe and the Soviet Union a. cite reasons for the influence and/or interdependence of certain ideas and/or inventions b. cite both positive and negative effects of such interdependence or influence

Grade 7

1. The learner will know that ways of living change over time and how and why these changes occur (history)	1.01 Identify changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (housing, transportation, work, etc.) in societies of Africa and/or Asia 1.02 Identify from among alternatives the effects of important changes which have occurred in Africa and Asia 1.03 Explain accurately the reasons for carefully selected examples of change in societies of Africa, Asia, and Pacific cultures 1.04 Place in chronological order appropriate examples of change in societies of Africa and Asia
2. The learner will know that change affects the lives of people (history, sociology/anthropology)	2.01 Select from a list of possible results of a given change in Africa or Asia the most logical result(s) of the change 2.02 Predict logical effects on the lives of people of a stated change occurring in Africa or Asia 2.03 Categorize as economic, social, or political (or any combination of these) given examples of change in Africa and/or Asia
3. The learner will know major events in the history of Africa and Asia (history)	3.01 Order chronologically a given series of major events in the history of nations or regions of Africa and Asia 3.02 Identify, given a key event in the history of African or Asian nations, the location where the event occurred
4. The learner will know that the histories of regions and nations of Africa and Asia affect the lives of their people (history, government, economics)	4.01 Analyze the influence of an important event or phenomenon in the history of an African or Asian nation on the lives of its citizens today 4.02 Categorize the influence of a significant event or phenomenon in the history of an African or Asian nation as economic, social, political, or any combination of these 4.03 Identify pertinent causes (or antecedents) in the past of a significant current phenomenon in Africa, Asia, and/or Pacific cultures 4.04 Order chronologically the causes, the event itself, and the effects of an important event in the history of nations or regions of Africa and/or Asia
5. The learner will know the location and use of economic resources in Africa and Asia (economics, geography)	5.01 Categorize given economic resources of Africa and Asia as human, natural, capital, and techonological 5.02 Select from a general list of economic resources those present in Africa and Asia 5.03 Suggest accurate economic relationships given one or more maps showing the location of earth materials, labor supplies, production plants, and transportation facilities in Africa and/or Asia
6. The learner will know the major characteristics of the economic systems of Africa and Asia (economics)	6.01 Identify specifically described economies of Africa, Asia, and Pacific societies as a. subsistence b. barter c. money d. pre-industrial e. industrial 6.02 Distinguish in the African/Asian context among command, mixed, and market economies, giving examples of each
7. The learner will know differences between developed and developing economies (economics)	7.01 Define and state at least three characteristics of these economies in Africa, Asia and Pacific societies a. developed b. developing 7.02 Locate on a map of Africa and Asia developed and developing economic regions 7.03 Determine from a careful description of an economic region of Africa or Asia whether it is developing or developed

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8. The learner will know the economic problems of developing regions of Asia and Africa (economics)	8.01 Choose, from a general list of economic problems, those common to developing regions of Africa and Asia 8.02 List, from a description of a developing economic region or nation of Africa or Asia, problems that region will likely face 8.03 Propose justifiable alternative solutions to the problems of a real or hypothetical developing economic region of Africa or Asia
9. The learner will know that economies are interdependent (economics)	9.01 Choose examples, given examples and non-examples, of interdependence in the economies of Africa and Asia 9.02 Cite examples of interdependence between African and Asian economies and the economies of Europe and the Western Hemisphere
10. The learner will know that different forms of government have different ways of choosing and changing leaders (government)	10.01 Predict the manner of choosing and changing leaders given pertinent characteristics of selected governments of Africa and/or Asia 10.02 Distinguish between the roles of traditional governments and formal national governments in given societies of Africa
11. The learner will know that different societies have different attitudes toward the rights of individuals as against the authority of the state (government)	11.01 Distinguish democratic from undemocratic relationships given examples of the relationships between individuals and governments in Africa and Asia 11.02 State reasons in the past or in the beliefs of specified African or Asian governments for these differences
12. The learner will know that there are different forms of government and that these forms may change over time (government, history)	12.01 Identify, giving historic or current African and Asian examples, the following governmental form a. monarchy b. dictatorship c. republic d. traditional e. colonial 12.02 Identify, given careful descriptions of each, the forms of government in major African and Asian nations 12.03 State, from a change in government form of a nation of Africa or Asia, a. reasons for the change b. results of the change in terms of the rights of individuals 12.04 Distinguish, citing pertinent examples from governments of Asia and Africa, major differences between revolutionary and evolutionary changes in government
13. The learner will know that problems of common concern often elicit international cooperation or conflict (government)	13.01 Identify problems of Africa and Asia which cross international boundaries 13.02 Cite examples of international cooperation as well as examples of conflict given descriptions of relations among nations of Africa and Asia
14. The learner will know that there are symbols of citizenship and/or nationality (history, government)	14.01 Identify national flags, leaders, or other symbols of citizenship or nationality in African and Asian nations studied
15. The learner will know that physical geography is a factor in determining how and where people live and have lived (geography, history)	15.01 Identify instances in which physical geography was or is a factor in determining how and where people live and have lived in Africa and Asia 15.02 Identify examples in Africa and Asia of adaptation to physical geography in ways of living 15.03 Identify technology as a means of overcoming physical geography given appropriate descriptions of ways of living in Africa and Asia 15.04 Evaluate changes in the extent to which physical geography influences the lives of people, given three or more descriptions of life in Asia or Africa at different time periods 15.05 Assign specific reasons for those changes
16. The learner will know that there is an unequal distribution of natural resources (geography, economics)	16.01 Locate on a physical/resource map of Africa and/or Asia a. areas best suited for agriculture b. areas best suited for extractive industry (mining, etc.) c. areas best suited for the location of basic industry 16.02 Locate, given appropriate maps of Africa and Asia, major landforms and bodies of water

	16.03 Locate on appropriate maps of Africa and Asia major sources of a. oil b. industrial minerals (iron ore, copper, etc.) c. precious metals and minerals
	16.04 Suggest the effects of unequal distribution of resources on ways of living from pertinent descriptions of at least two regions of Africa and/or Asia having such unequal distribution
17. The learner will know that natural resources may be consumed, conserved, polluted, and renewed (geography, economics)	17.01 Predict the consequences of overconsumption given an appropriate case study of the overconsumption of resources in Africa or Asia
	17.02 Suggest causes and effects of, as well as alternatives to, the pollution of resources in response to a carefully constructed case study drawn from Africa or Asia a. state reasons why the pollution occurred b. suggest logical alternatives to the pollution c. suggest ways of renewing the polluted resources
18. The learner will know that while each individual is unique, similarities among people are greater than differences (sociology/anthropology)	18.01 Distingush likenesses and differences among selected people of Africa and/or Asia in terms of physical attributes and ways of living
	18.02 Distinguish likenesses and differences in ways of living between peoples of two diverse societies of Africa and/or Asia
19. The learner will know the roles of persons and groups in African and Asian societies (sociology/anthropology)	19.01 State the roles of persons in groups, the purposes of grouping, and norms of behavior in given distinctive groups in Africa and/or Asia
	19.02 Identify religious, ethnic, and racial groups and their relative status, given a concise and relevant description of a society in Africa or Asia
	19.03 Evaluate changes in the status of one or more significant religious, ethnic, racial, or social groups in societies of Africa and/or Asia a. identify changes in the status of the group relative to the society as a whole b. cite reasons for such change c. specify resistance to the change d. assess effects of the change for the group in question and for the society as a whole
20. The learner will know the basic social institutions and how these institutions serve their societies in Africa and Asia (sociology/anthropology)	20.01 Identify, given descriptions of diverse traditional and modern societies of Africa and Asia, their basic social institutions and the functions they perform
	20.02 Cite similarities and differences between the social institutions of two or more diverse societies of Africa and Asia
	20.03 Suggest, given statements of beliefs common to people of an African or Asian society, how these beliefs affect the basic social institutions of the society
21. The learner will know the influence of ideas and inventions in changing ways of living (sociology/anthropology, history, economics)	21.01 Describe changes made in ways of living in Africa, Asia, and Pacific cultures by such ideas as independence or nationalism and by inventions such as air travel, television, etc. a. describe and cite reasons for the change and for resistance to it b. cite both positive and negative effects of the change for the parties involved
	21.02 Evaluate examples of interdependence and/or influence among cultures of Africa and Asia a. cite reasons for the influence of certain ideas or inventions b. cite both positive and negative effects of such influence

NORTH CAROLINA AND UNITED STATES HISTORY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
Grades 8 and 9	
1. The learner will know important development in American history from the pre-Columbian period of exploration and discovery	1.01 Locate major pre-Columbian cultures on an appropriate map of the Western Hemisphere
	1.02 Identify major artistic, scientific, or mathematical contributions of pre-Columbian cultures
	1.03 Describe reasons for European voyages of discovery in the 15th and 16th centuries

	1.04 Locate on an outline map of the Americas areas of European influence as of 1700
	1.05 Describe and explain differences between Native Americans and Europeans in attitudes toward land ownerships
	1.06 Describe how geographic features both encouraged and discouraged European exploration, particularly of North Carolina
2. The learner will know that European nations differed in their methods of colonizing the Americas	2.01 Describe and distinguish among Spanish, French, and British methods of colonial control
	2.02 Locate on an appropriate map areas controlled by the British and the French in 1750
	2.03 Analyze reasons for British and French conflicts in North America
	2.04 Compare and contrast British and French colonies in terms of location and major economic activity
	2.05 Select those occurrences or conditions applicable to the colonial settlement of North Carolina from descriptions of the settlement of British North American colonies
	2.06 State reasons why geography influenced or did not influence colonization
3. The learner will know important aspects of life in colonial America	3.01 Distinguish among New England, Middle, and Southern colonies in terms of economic activities
	3.02 Locate major colonial towns on a map of North Carolina
	3.03 Identify such major colonial figures as a. John Winthrop b. William Penn c. Roger Williams d. Anne Hutchinson
	3.04 Compare and contrast social life and recreational activities in New England, Middle, and Southern colonies
	3.05 Distinguish between indentured servitude and slavery
	3.06 Identify examples of British and French conflict in North America during the colonial period
	3.07 Assess the influence of physical geography on colonial economic activities
4. The learner will know causes and effects, major events, and major personalities of the Revolutionary War	4.01 Distinguish between immediate and long-term reasons for the American Revolution
	4.02 Place in correct chronological order a series of major Revolutionary War era events in North Carolina and the United States
	4.03 Identify and indicate the importance of each in the Revolutionary War era a. Benjamin Franklin b. George Washington c. Cornelius Harnett d. Thomas Jefferson e. Thomas Paine
	4.04 Indicate the relationship between the Halifax Resolves and the Declaration of Independence
	4.05 Identify, from a list of factors contributing to the defeat of the British in the Revolutionary War, those which were most important
	4.06 Assess the effects of the American Revolution on a. Tories b. the economy of North Carolina c. the French Revolution
	4.07 Prove or disprove the statement that "the map defeated the British" in the American Revolution
5. The learner will know how the government of the United States was created and established	5.01 Identify from a general list of problems those faced by the new nation after independence was won
	5.02 Explain the influence of each in creating the Constitution a. James Madison b. the 3/5 Compromise c. Benjamin Franklin
	5.03 Explain why the Constitution provided for a. a checks and balances system b. two houses of Congress c. the separation of powers d. the Electoral College e. a federal system of government
	5.04 State reasons why North Carolina initially refused to sign the Constitution
	5.05 Identify, from a general list of rights, those guaranteed by the Bill of Rights
	5.06 Identify, given political issues of the period, those on which the Federalists and Anti-Federalists disagreed

5.07 Identify reasons why the Federalist and Republican Parties developed
5.08 Identify and assess the importance of
- a. the Land Ordinance of 1785
- b. the Northwest Ordinance (1787)

6. The learner will know major trends, events, and problems of the "new nation"

6.01 On an outline map the learner will identify states in the Union as of 1789, 1800, and 1815
6.02 Describe relationships with Britain and France, 1789-1815
6.03 Assess the importance of these problems facing the new nation, describing how they were solved or left unsolved
- a. the rise of political parties
- b. relations with Indians
- c. establishing the power of the United States government

6.04 State reasons for and effects of the War of 1812 in terms of
- a. gaining "respect" from European nations
- b. relations with Indians
- c. freedom of the seas

6.05 Identify and describe the importance of each of these in the period 1789-1815
- a. The Louisiana Purchase
- b. the "War Hawks"
- c. Alexander Hamilton
- d. Aaron Burr
- e. the Adams family

7. The learner will know that the period of 1815-1850 was a time of both nationalism and sectionalism

7.01 Define and give several examples of the terms
- a. nationalism
- b. sectionalism

7.02 Locate on an outline map states in the Union as of 1815, 1850
7.03 Assess the importance of the Westward Movement in the period 1815-1850
- a. cite reasons for the movement west
- b. describe the role of government and private businesses in promoting westward expansion
- c. identify major immigrant groups important in settling the West
- d. describe some of the effects of the Westward Movement on national politics

7.04 Describe how each of the following contributed to the growth of nationalism and/or sectionalism in the period 1815-1840
- a. internal improvements (roads, canals, etc.)
- b. a high tariff
- c. industrial development in the Northeast
- d. the invention of the cotton gin
- e. the institution of slavery

7.05 Identify and state the significance of each of these on either nationalism or sectionalism in the period 1815-1850
- a. Horace Mann
- b. Dorothea Dix
- c. Nat Turner
- d. Andrew Jackson
- e. John C. Calhoun
- f. Henry Clay
- g. Archibald Murphey
- h. James K. Polk

7.06 Compare and contrast these political events or actions in terms of their influence on nationalism and/or sectionalism
- a. major decisions of the Supreme Court under Chief Justice John Marshall
- b. the Missouri Compromise
- c. the Nullification Controversy
- d. the Compromise of 1850
- e. the Monroe Doctrine

7.07 Evaluate the extent to which North Carolina and North Carolinians participated in and/or supported such national phenomena as
- a. internal improvements
- b. the Westward Movement
- c. Indian removal

8. The learner will know that sectionalism overcame nationalism and resulted in the Civil War

8.01 Identify on a map of the United States
- a. states admitted to the Union, 1850-1860
- b. "slave" states and "free" states as of 1860

8.02 Place in correct chronological order a given list of important political events or crises leading to the secession of the Confederate States of America
8.03 Describe how a given list of international involvements contributed to
a. the addition of new territories to the United States
b. nationalism and/or sectionalism
8.04 Describe how the phenomenon of Manifest Destiny was reflected in
a. the building of railroads
b. the Mexican War
c. interest in Oregon
d. attitudes toward and treatment of Native Americans
e. the Gold Rush
8.05 Describe the influence of slavery as an issue in
a. the Mexican War
b. the Compromise of 1850
c. the Kansas-Nebraska Act
d. the building of the trans-continental railroads
e. the admission of Western states to the Union
8.06 Identify and state the importance of each in the years just before the Civil War
a. Harriet Tubman
b. the Underground Railroad
c. John Brown
d. the Dred Scott decision
e. William Lloyd Garrison and "the Liberator"
f. Hinton Rowan Helper
g. the Lincoln-Douglas Debates
h. the Republican Party

9. The learner will know that the Civil War and the Reconstruction of the Union affirmed the power of the national government

9.01 Locate on a map Union, Confederate, and Border states
9.02 Describe various attitudes of North Carolinians on the eve of the Civil War
9.03 Characterize each of a given list of causes of the Civil War as immediate or long-term
9.04 Compare and contrast relative strengths of the Union and the Confederacy, given a chart or map showing railroad mileage, numbers of factories, population, and acreage under cultivation
9.05 Indicate from a given list of reasons for seceding from the Union those which were applicable to North Carolina
9.06 Identify and assess the political/military importance of
a. the election of Abraham Lincoln in 1860
b. the firing on Fort Sumter
c. the blockade of Confederate ports
d. the ironclads
e. the Emancipation Proclamation
f. the New York draft riots
9.07 Demonstrate knowledge of a list of major Civil War battles/campaigns
a. indicate whether each was fought on Union or Confederate soil
b. indicate whether each was a Union or Confederate victory
c. place them in correct chronological order
d. identify those fought in North Carolina
9.08 Evaluate the effects of Civil War fighting on
a. productive capacities of Union and Confederacy
b. civilian populations of Union and Confederacy
9.09 Evaluate the importance of British commercial/political influence on the outcome of the Civil War
9.10 Distinguish similarities and differences between Presidential and Congressional plans for reconstructing the Union as they relate to:
a. former slaves
b. readmission of former Confederate states to the Union
c. punishing the former Confederacy for having waged war on the United States
d. preserving the power of the Republican party
9.11 Evaluate the effects of Reconstruction on
a. race relations in the South
b. Southerners' attitudes toward the Republican party
c. the people of North Carolina

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10. The learner will know major late 19th century industrial and business developments

10.01 Identify a carefully described business organization as
- a. single proprietorship
- b. partnership
- c. corporation
- d. monopoly (trust)

10.02 Order chronologically and assess the importance of a list of technological advances

10.03 Identify, given descriptions of an American city in 1820 and 1900,
- a. changes brought about by industrialism
- b. changes brought about by immigration

10.04 Locate on a map of the United States major late 19th century industrial centers

10.05 Identify and state the importance of such industrialists and business leaders as
- a. John D. Rockefeller
- b. Andrew Carnegie
- c. J. P. Morgan
- d. James B. Duke

11. The learner will know causes and events of the settlement of the "last West"

11.01 Identify the importance of railroads in the settlement of the West

11.02 Describe conditions farm families faced as they settled the West

11.03 Evaluate the settlement of the West in terms of the lives of American Indians

11.04 Identify and describe the importance of each in the settlement of the "last West"
- a. the invention of barbed wire
- b. sod houses
- c. cattle drives
- d. cowboys
- e. Geronimo
- f. the Battle of Little Big Horn ("Custer's Last Stand")
- g. physical geography

12. The learner will know that the late 19th century was a time of great social, political, and economic change and unrest

12.01 Evaluate relationships between government and business in the late 19th century, identifying laws or government policies which encouraged the development of large corporations

12.02 Assess the important results of late 19th century immigration
- a. state major national sources of immigration
- b. state major reasons for the "flood" of immigrants
- c. describe and give reasons for various American responses to immigration

12.03 Evaluate the causes, events, and effects of the agrarian revolt
- a. identify and give reasons for farmers' grievances
- b. compare and contrast efforts of farmers to improve their lot (Grangers, Populists, etc.) in terms of methods, successes, and failures
- c. evaluate the importance of physical geographic conditions as a factor in the agrarian revolt

12.04 Evaluate the importance of efforts of laboring people to organize into unions
- a. describe conditions of work, citing specifics such as long hours, low pay, child labor, etc.
- b. state reasons why laborers tried to organize labor unions
- c. state reasons why industrial and business leaders opposed labor unions
- d. describe the reaction of government (state and national) to the labor union movement

12.05 Describe and give reasons for the extent to which North Carolinians participated in movements and events characteristic of the period

12.06 Evaluate the influence of the Progressive Movement
- a. identify leaders of the movement
- b. state reasons why the movement occurred
- c. describe programs and reforms of the movement
- d. prove or disprove the statement that Progressivism was a response to the economic excesses and political corruption of the late 19th century

13. The learner will know major causes and events of American foreign policy, 1865-1920

13.01 Define imperialism and describe its role in
- a. the Spanish-American War
- b. the partition of Africa
- c. the creation of European alliance systems

13.02 Locate on a map showing the world in 1910, general areas held in colonial control by the United States

13.03 Evaluate United States conduct as an imperial power
- a. give reasons why the United States took colonies during this period
- b. state arguments for and against this practice
- c. distinguish between the government of these territories and that of earlier territories which became states
- d. distinguish between the rights of inhabitants of these territories and of United States citizens

13.04 State reasons why the United States proposed to remain neutral during World War I

13.05 Describe reasons why the United States entered World War I

13.06 Evaluate the effects of World War I on
- a. civilian populations
- b. Progressivism
- c. Americans' attitudes toward Europe
- d. the rise of Communism in Russia
- e. the economic stability of Europe

13.07 Give reasons for Americans' retreat into isolation and evaluate that retreat in terms of
- a. the success/failure of the League of Nations
- b. the rise of dictatorships in Europe

14. The learner will know that the "time between wars" (1920-1940) was a time of isolation and disillusionment with international involvements, of rapid social change, and of both economic prosperity and despair

14.01 Indicate the extent to which each of the following groups participated in the general prosperity of the early 1920's
- a. farmers
- b. laborers
- c. Blacks
- d. Native Americans

14.02 Assess and put in order of relative importance each of the following in creating economic conditions which led to the Great Depression:
- a. "buying on the margin"
- b. installment buying
- c. assembly line production
- d. farm prices
- e. advertising
- f. talking motion pictures
- g. European economic conditions

14.03 Describe the participation of each of the following in either contributing or reacting to freedom of expression in the 1920's
- a. music
- b. dancing
- c. clothing
- d. writers of books
- e. motion pictures
- f. automobiles
- g. advertising

14.04 Categorize a listing of important New Deal activities as
- a. relief efforts
- b. recovery efforts
- c. reform efforts

14.05 Categorize a list of briefly described New Deal reforms as
- a. banking
- b. labor
- c. agricultural
- d. social welfare

14.06 State whether each of the following would generally support or not support Roosevelt's policies as of 1936, 1940, and 1944
- a. Blacks
- b. women
- c. farmers
- d. industrial workers
- e. small business owners
- f. bankers
- g. stockholders in large corporations
- h. older people
- i. Native Americans

14.07 Evaluate the effects of New Deal legislation on efforts to organize workers
14.08 Evaluate the lasting influence of New Deal policies on
- a. Blacks
- b. labor unions
- c. farmers
- d. banks
- e. older people
- f. the stock market
- g. the size and power of the federal government
- h. the people and government of North Carolina

15. The learner will know major causes, events, and results of World War II

15.01 State the effects of World War I on the French, German, British, and Russians in terms of their
- a. casualty rates
- b. transportation systems
- c. industries
- d. unemployment
- e. political stability

15.02 Suggest reasons for Adolf Hitler's rise to political power
15.03 Locate on a map of Europe
- a. areas controlled by totalitarian governments as of 1935
- b. areas controlled by totalitarian governments as of summer, 1939

15.04 Place in correct chronological order a list of acts leading to the outbreak of World War II in Europe
15.05 Indicate on a world map areas controlled by Germany, Italy, and Japan as of 1942
15.06 Place in chronological order a listing of steps which preceded United States entry into World War II
15.07 State changes which World War II brought in the lives of
- a. Blacks
- b. farmers
- c. women workers
- d. North Carolinians

15.08 Identify, place in chronological order, and state the military importance of
- a. the Battle of Britain
- b. the Battle of Stalingrad
- c. the Battle of Midway
- d. the Japanese attack on Pearl Harbor
- e. D-Day
- f. the atomic bombing of Hiroshima and Nagasaki
- g. the death of Roosevelt
- h. the Atlantic Charter

15.09 Compare the League of Nations and the United Nations in terms of
- a. aims
- b. membership
- c. United States support
- d. ability to prevent or limit war

16. The learner will know the major events, their causes and effects, in the foreign policy of the United States, 1945-present

16.01 Indicate on appropriate maps
- a. areas under control of the Soviet Union by 1950
- b. areas under control of communist/socialist governments as of 1960
- c. areas which gained their freedom from colonial control after 1945

16.02 State the importance of and place in chronological order the following
- a. Berlin Blockade
- b. Marshall Plan
- c. Bay of Pigs Invasion
- d. Communist victory in China
- e. the Korean War
- f. the Vietnam War
- g. the French defeat in Indo-China

16.03 Suggest foreign policy dilemmas faced by the United States in its need for oil
16.04 Evaluate the importance to the United States and other nations involved of the following
- a. NATO
- b. the Berlin Wall
- c. the Panama Canal
- d. OPEC

17. The learner will know that the years since 1945 have been a time of great social, economic, and political change	17.01 Evaluate a list of important social changes affecting the people of North Carolina and the United States during the period since 1945 a. indicate which change(s) affected *all* the people directly b. indicate which change(s) affected very few people directly c. create a diagram or time line showing how one change led to another d. indicate, for each change, its effect on the lives of the people of North Carolina e. indicate, for each change, whether the change was planned or unplanned f. indicate, for each change, whether the change has been completed or still continues 17.02 Assess a list or description of problems of urban areas a. indicate which of these problems is present in North Carolina's urban areas b. indicate which of the problems is a concern of rural as well as urban areas c. suggest alternative solutions for dealing with these problems and predict the possible consequences of each proposed solution 17.03 Evaluate the importance of technological innovations (jet airplanes, computers, for example) of the last 30 years a. place the innovations in chronological order b. suggest the economic reasons for and results of such innovations c. suggest possible political consequences of these changes d. suggest social alterations caused by these changes e. state the effects of these changes on the economy and living styles of people in North Carolina 17.04 Evaluate a list of the major political changes and events of the last 30 years a. place them in chronological order b. categorize each as basically a state, sectional, national, or international phenomenon c. assess the impact of each on the lives of – the aging – women – Blacks – Native Americans – other minorities – young people 17.05 Identify and state the importance of a. the assassinations of John and Robert Kennedy b. the assassination of Martin Luther King c. Watergate d. Senator Joseph McCarthy

UNITED STATES STUDIES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will know significant domestic developments which have influenced the history of the United States in the twentieth century	1.01 Identify specific and pertinent examples of governmental reform activities associated with a. Progressivism b. the New Freedom c. the New Deal 1.02 Identify specific and pertinent examples of social and economic reforms associated with a. Progressivism b. the New Freedom c. the New Deal d. the Great Society 1.03 Evaluate the importance of expanding voting rights on a. traditional political party strength b. changing election campaign techniques or strategies c. the political participation of young people and minorities 1.04 Evaluate the influence of important twentieth century technological innovations on a. the industry in which the innovation occurred or was used b. the physical environment c. the lives of "average" Americans d. the growth of government services or regulation

1.05 Evaluate the extent and effectiveness of governmental intervention in the economic life of the United States in the twentieth century
- a. identify serious problems which such intervention sought to alleviate
- b. describe, in general terms, laws passed to regulate the economy
- c. compare advantages and disadvantages of government regulation for business and other important groups (i.e., banking, labor)

2. The learner will know and be able to apply basic information about how private enterprise functions in the United States

2.01 Identify examples and non-examples of privately owned businesses in the United States
2.02 Recognize given examples of how businesses raise money to produce (or expand the production of) goods and services
2.03 Evaluate a pertinent example of a conflict between private enterprise and government regulation
- a. state reasons for the conflict
- b. describe the points of view of parties to the conflict

2.04 Suggest means by which a particular economic problem might be solved
- a. describe reasons for the problem
- b. state measures private business might take to solve the problem
- c. state ways government might solve the problem
- d. suggest a defensible course of action for solving the problem using private and/or government means
- e. predict the possible consequences of the suggested course of action for government and for private enterprise

2.05 Distinguish between specific examples of economic decisions made by market (private enterprise) and command economies
2.06 Evaluate the role of consumers in the United States economic system
- a. identify, given an economic case study, the role of consumer demand or preference in deciding what is to be produced
- b. state, given a consumer economic problem, logical and practical avenues of consumer redress

3. The learner will know major characteristics, activities, and problems of the American political/governmental system

3.01 Indicate Constitutional bases of carefully chosen examples of actions of the government of the United States
3.02 Describe how governmental decisions are affected by the separation of powers and checks and balances systems within the federal government
3.03 Suggest means of solving a current governmental problem
- a. identify the basic problem and state reasons for it
- b. describe points of view of parties to the problem
- c. suggest agencies or procedures for dealing with the problem
- d. predict the possible consequences of dealing or not dealing with the problem

3.04 Distinguish among local, state, and federal government activities from a general listing of activities of government in the United States
3.05 Distinguish between the activities of political parties and government given a cogent description of a campaign and election
3.06 Indicate those which are specific legal responsibilities from a list of generally agreed-upon responsibilities of citizenship
3.07 Suggest, given a common citizen's problem the agency(ies) of local, state, or national government which should help with the problem

4. The learner will know that American society has undergone significant changes in the twentieth century

4.01 Assess the importance of changes in family size and composition in the twentieth century
- a. identify major changes which have occurred
- b. cite reasons for the changes
- c. analyze positive and negative effects of these changes on family members, families, and society as a whole

4.02 Describe the assimilation/advancement of a racial, ethnic, or other generally recognized minority group during the twentieth century
4.03 Evaluate changes in the role and status of women in the twentieth century
- a. identify changes in the legal, economic, political and social status of women
- b. cite reasons for these changes
- c. describe the effects of these changes for women, family life, and basic social institutions in our society
- d. predict some logical future consequences of these changes

4.04 Cite the influence of mass entertainment/communication (television, radio, motion pictures, etc.) on
- a. ways of dress
- b. recreational activities
- c. language

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	4.05 Prove or disprove with logical arguments the statement that adolescence is a phenomenon created by highly industrialized societies like the United States
5. The learner will know that in the twentieth century the United States has assumed a crucial and increasing role in international affairs	5.01 State reasons for, extent of, and results of United States involvement in a given international conflict of the twentieth century 5.02 Evaluate the importance of anti-colonial movements of the twentieth century a. cite reasons for and resistance to the movements b. suggest possible immediate and long-term consequences of the movements for the parties involved and for the people of the United States 5.03 Suggest the importance of each of the following for United States foreign policy a. the victory of Communism in Russia, 1917 b. the rise of Nazism and fascism in Europe c. Communist victory in China d. the creation of Israel e. anti-colonialism in Africa f. the invention of the A-Bomb and the H-Bomb g. the Vietnam War 5.04 Suggest reasons for changes in the balance of trade since 1945 and consequences of these changes for the United States economy
6. The learner will know causes and predictable consequences of persistent public problems and issues of the twentieth century	6.01 Evaluate the significance of population changes in the twentieth century when provided with graphic or other information about these changes a. state reasons for the growth and decline of cities b. state reasons for the rise of suburbs c. describe the economic problems of cities d. predict the economic and political consequences of urban population changes for the cities, the suburbs, and for society as a whole 6.02 Cite reasons for and suggest consequences of changes in agricultural methods and farm ownership a. for "family farms" b. for consumers 6.03 Evaluate the possibilities of solving persistent twentieth century problems when given a list of problems the American people face or have faced a. distinguish between short-term and long-range problems b. distinguish between problems which can be solved permanently and those which recur c. distinguish between problems which have been solved and those still with us d. distinguish among problems faced by a few people, many people, and all people

WORLD STUDIES

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will know major historical concepts which help to explain the past of nations and societies	1.01 Conclude, given information about the past of a nation or society, that historical events are characterized by multiple causes and effects 1.02 Conclude, given information about the institutions of a culture at different time periods, that these institutions change over time, provide logical explanations for the changes, and suggest the effects of the changes on the institutions and on the society they serve 1.03 Analyze the extent to which two given cultures influence each other a. describe cultural influence or the lack of it b. assign reasons for the cultural influence or lack of it 1.04 Assign reasons for the great revolutions of history (agricultural, industrial, French, Russian, etc.) and assess their effects on the course of history 1.05 Compare and contrast given examples of revolutionary and evolutionary changes in a given society in terms of their immediate and long-range effects on the society

2. The learner will know the historic development of economies and will compare and contrast contemporary economic systems in terms of their efficiency, the economic freedom of citizens, and the degree to which they are controlled by governments or small groups	2.01 Describe the means of allocating and using economic resources within a given culture 2.02 Place in correct order the stages of economic development of a culture, given a description of the historical development of its economy 2.03 State accurately the characteristics of particular stages of economic development (hunting and gathering, agricultural, manorial, laissez-faire, collective, etc.) when given a term describing a particular stage of economic development 2.04 Evaluate the effects of economic interdependence on given societies a. cite examples of economic interdependence b. describe reasons for the interdependence c. assess the costs and benefits of the interdependence to all parties involved 2.05 Compare and contrast historic and contemporary economic systems in terms of decision-making, efficiency, the economic freedom and opportunity they offer citizens, and their provision for the unfortunate 2.06 Distinguish between democratic and totalitarian economic practices when given examples of each 2.07 Evaluate the importance of science and technology in the development of economic systems
3. The learner will know that governments differ in terms of leadership, the rights of citizens, and the organization, functioning, and performance of governmental bodies	3.01 Compare and contrast the rights of citizens in various given governmental forms 3.02 Assess various means governments have for changing leadership a. describe various ways of changing governmental leaders b. evaluate the costs and benefits of each in terms of stability and the rights of citizens 3.03 Describe the organization and functioning of various forms of government, given descriptions of each 3.04 Compare and contrast various forms of government in terms of their efficient performance and the rights of their citizens 3.05 Evaluate the effectiveness of historic and contemporary international governmental organizations a. state reasons for and major participants in each b. compare and contrast them in terms of how well they achieve(d) the goals for which they were founded 3.06 Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies
4. The learner will know the varied effects of geography on human settlement and humans' changing attitudes toward use and conservation of earth resources	4.01 Evaluate the role of technology in enabling people to overcome the effects of geography on their lives a. identify historic or contemporary societies whose economic development was/is hindered by geographic factors b. identify examples of technology which might overcome these geographic factors c. state the costs and benefits of technology in both economic and social terms 4.02 Compare and contrast the attitudes of developed and developing societies toward the uses of basic earth resources (water, soils, forests, minerals, etc.) 4.03 Describe changing and/or conflicting attitudes toward the conservation and use of a given earth resource 4.04 Draw conclusions, given a description of the physical geography of several world areas, as to how geographic factors can affect rates of economic development 4.05 Support or disprove a given statement of geographic determinism, given specific examples from past and/or present societies
5. The learner will know that all cultures possess basic social institutions (family, religion, education, etc.) though the characteristics of these institutions may differ and change over time	5.01 Identify basic social institutions of both traditional and modern societies, given brief but pertinent descriptions of each 5.02 State differences in the characteristics of the basic social institutions of both traditional and modern societies 5.03 Describe similarities in the functions of the basic social institutions of both traditional and modern societies 5.04 Assess changes in a society's basic social institutions over time a. identify changes, given an appropriate description of them b. explain reasons for the changes c. analyze the effects of the changes on the institution and on the society as a whole

	5.05 Conclude from an appropriate case study that religion or systems of belief often provide the value base for other social institutions 5.06 Select examples of cultural diffusion when presented with both examples and non-examples

ECONOMICS

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will know basic economic concepts and possess the vocabulary to express them	1.01 Define and use correctly basic economic terms (i.e., opportunity cost, capital, scarcity, supply and demand, etc.) 1.02 State, given a pertinent description of economic activity, the basic economic principle(s) to explain or describe that activity 1.03 Associate appropriately chosen statements of economic goals with the economic systems to which they correspond 1.04 Compare and contrast economic systems (i.e., subsistence, command, market, mixed) in terms of efficiency, productivity, stability, and the role of consumers 1.05 Identify examples of how businesses obtain money to provide for or expand the production of goods and services
2. The learner will know the theory and practice of the private enterprise system of economics	2.01 State the theory of the free enterprise system, given an understanding of economic theory 2.02 Identify from descriptions of economies example of the private enterprise system 2.03 Identify examples of command, market, and mixed economies 2.04 Identify the roles of capital investment, the profit motive, and the market from a pertinent example of the private enterprise system in operation 2.05 Identify from an appropriate case study the relationship between consumer demand and market response 2.06 Select, from examples and non-examples, examples of business organizations in a private enterprise system 2.07 Describe the elements of risk in each from selected case studies of the operations of private businesses 2.08 Suggest the importance of consumer choice in the operation of the private enterprise system
3. The learner will know and apply basic information about basic relationships between government and the economy in the United States	3.01 Identify examples of government intervention (national, state, and local) from selected case studies of the United States economic system at work 3.02 Suggest reasons for and possible consequences for all involved from a given example of government intervention in the United States economic system 3.03 Suggest private and/or government policies which might alleviate a given economic problem in the United States 3.04 Recognize examples of government taxing power at work, given local, state, and national examples 3.05 State reasons for the conflict as well as points of view of parties affected in a given conflict between private business and government regulation
4. The learner will know basic rights and responsibilities of consumers	4.01 State one's own rights and responsibilities in a given consumer loan agreement or other consumer contract 4.02 Identify from case studies examples of unwise consumer behavior and state reasons why the behavior is unwise 4.03 Identify agencies, policies, and/or regulations protecting those who consume specified goods and services 4.04 Suggest a local, state, or national agency which might provide help with a specific consumer problem or complaint 4.05 Identify sources of information/advice which will enable a person contemplating a major consumer purchase to make a wise choice
5. The learner will understand contemporary economic issues and problems	5.01 Describe points of view of all parties involved in a particular economic issue, given a careful description of the issue 5.02 Evaluate a current economic problem a. state reasons why the problem exists b. state whether the problem is of long or short duration c. suggest private and/or governmental solutions for the problem d. predict the possible consequences of the solutions suggested

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	5.03 Compare and contrast strategies or policies private enterprise and government might use to solve an economic problem such as inflation, unemployment, etc. 5.04 Consider a list of current economic problems a. distinguish between old and new problems b. state which problems can be solved permanently and which will recur c. state which problems can be solved by private action and which require government action as well d. distinguish between those which are national and international in nature
6. The learner will know similarities and differences among economic systems	6.01 Identify given descriptions of economic activity as being those of command, mixed, or market economies 6.02 Compare and contrast market, mixed, and command economies in terms of a. the economic goals of each b. the role of government c. the role of consumer demand in determining what is to be produced d. risk e. the profit motive 6.03 State how a given economic problem might be solved by a market, mixed, or command economy 6.04 Distinguish between economic decisions made by command and market economies, given examples of both
7. The learner will know the historic development of economies and will compare and contrast contemporary economic systems in terms of their efficiency, the economic freedom of citizens, and the degree to which they are controlled by governments or small groups	7.01 Describe the means of allocating and using economic resources within a given culture 7.02 Place in correct order the stages of economic development of a culture, given a description of the historical development of its economy 7.03 State accurately the characteristics of particular stages of economic development (hunting and gathering, agricultural, manorial, laissez-faire, collective, etc.) when given a term describing a particular stage of economic development 7.04 Evaluate the effects of economic interdependence on given societies a. cite examples of economic interdependence b. describe reasons for the interdependence c. assess the costs and benefits of the interdependence to all parties involved 7.05 Compare and contrast historic and contemporary economic systems in terms of decision-making, efficiency, the economic freedom and opportunity they offer citizens and their provision for the unfortunate 7.06 Distinguish between democratic and totalitarian economic practices when given examples of each 7.07 Evaluate the importance of science and technology in the development of economic systems

GOVERNMENT

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS *Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.*
1. The learner will know the basic foundations of the American political system and how the system has changed over time	1.01 Cite European contributions to the political theories expressed in the Constitution, given an understanding of the political thought of the Enlightenment 1.02 Cite reasons for shared and enumerated powers, given an understanding of the federal system outlined in the Constitution 1.03 State defensible reasons why the framers of the Constitution made it difficult to amend 1.04 Support or disprove the contention that "the Constitution is what the Supreme Court says it is," citing relevant Supreme Court decisions as well as other sources 1.05 Distinguish between "formal" (Constitutional) actions of government and those permitted by "implied" powers of the Constitution 1.06 Indicate Constitutional bases for the actions of the United States government, given appropriate examples of actions of the federal government

2. The learner will know the basic structures and functioning of American government on local, state, and national levels	2.01 Choose, from examples and non-examples, examples of the following in operation on state (where applicable) and national levels a. separation of powers b. checks and balances c. legislative action d. executive action e. judicial action 2.02 State similarities and differences among local, state, and national governments, given descriptions of the function of government at each level 2.03 Identify the level of government *most* likely to deal with several given generally agreed-upon government problems 2.04 Suggest possible interrelationships of local, state, and federal governments in dealing with a stated problem affecting many people 2.05 Describe how carefully chosen examples of government decisions are affected by the separation of powers and checks and balances systems of the national government 2.06 Distinguish, from a listing of activities of government in the United States, which activities are generally local, state, or national 2.07 Distinguish among the enforcement powers of local, state, and national governments, given information about these powers 2.08 Identify legislative, executive, and judicial activities from a concise, appropriate case study of government in action 2.09 Indicate, given a case study in which the judicial branch has made a decision, that the enforcement power lies within the executive branch
3. The learner will know the role of political parties in the American political process	3.01 Distinguish between government and political party activities in a description of a political election 3.02 Suggest reasons why two parties have dominated American politics, given information on and understanding of the history of American politics 3.03 Evaluate the influence of third or minor parties in American political history 3.04 State reasons for political apathy and low voter turnout, given information on various political elections and on percentages of registered voters failing to vote
4. The learner will know actions individuals or groups might take to influence the political process	4.01 State, given a list of prominent pressure groups (lobbies) and a piece of legislation pending before Congress or a state lelgislature, which groups have an interest in the proposed legislation and how these interests might conflict 4.02 Suggest means a citizen might use to influence political decision-makers on an issue of public concern 4.03 Evaluate the possible effectiveness of these means 4.04 Distinguish among legal, ethical, and practical techniques, given descriptions of lobbying techniques 4.05 Present well-reasoned arguments for and against the statement that lobbyists and interest groups are positive features of the American political system
5. The learner will know basic concepts and practices of the American system of justice	5.01 List the legal rights possessed by a person accused of a crime 5.02 Distinguish between violations of civil law and criminal law, citing examples of each 5.03 Evaluate the seriousness of a given problem in the American system of justice (i.e., rising crime rates, indeterminate sentencing, legal aid for the poor, juvenile crime, etc.) a. cite reasons for the problem b. suggest alternative solutions for the problem c. predict the possible consequences of suggested solutions 5.04 Cite legal practices which support the presumption of innocence, given the concept that a person accused of a crime is innocent until proved guilty 5.05 Describe the legal process from arrest (or arraignment) to appeal
6. The learner will know basic rights and responsibilities of citizenship	6.01 Choose, from a general list of the rights of American citizens, those which are guaranteed in the Constitution and its amendments 6.02 Indicate which are legal responsibilities from a list of generally agreed-upon responsibilities of citizenship 6.03 Evaluate ways citizens can inform themselves about and can affect the solution of issues of public concern a. list ways citizens can inform themselves about the issue b. suggest means a citizen can use to initiate action on the issue c. suggest means a citizen can use to influence the actions of others

7. The learner will know the vocabulary and practice of American politics	7.01 Identify, from a description of political activity, examples of the special vocabulary of politics (i.e., "horsetrading," caucus, gerrymander, filibuster, etc.) 7.02 Define correctly common terms from the vocabulary of politics 7.03 Present well-reasoned arguments to prove or disprove the statement that "politics is the art of persuasion and compromise" 7.04 State the role of compromise in the passage of legislation given a pertinent case study of the passage of an important piece of legislation
8. The learner will know that governments differ in terms of leadership, the rights of citizens, and the organization, functioning, and performance of governmental bodies	8.01 Compare and contrast the rights of citizens in various given governmental forms 8.02 Assess various means governments have for changing leadership a. describe various ways of changing governmental leaders b. evaluate the costs and benefits of each in terms of stability and the rights of citizens 8.03 Describe the organization and functioning of various forms of government, given descriptions of each 8.04 Compare and contrast various forms of government in terms of their efficient performance and the rights of their citizens 8.05 Evaluate the effectiveness of historic and contemporary international governmental organizations a. state the reasons for and major participants in each b. compare and contrast them in terms of how well they achieve(d) the goals for which they were founded 8.06 Identify democratic and undemocratic practices from descriptions of the governmental practices of widely differing societies

Exceptional Children

Exceptional Children

Competency goals and performance indicators for exceptional children (emotionally handicapped, health impaired, hearing impaired, mentally handicapped, multihandicapped, orthopedically impaired, specific learning disabled, speech-language impaired, visually impaired, gifted) will differ from pupil to pupil. For many exceptional children the same competency goals and performance indicators developed for pupils in general education will be appropriate. It may be that some exceptional children will meet the same competency goals, but at a different time and in a different manner than pupils in general education. Competency goals and performance indicators for pupils who are more severely handicapped, such as the severely/profoundly retarded and the deaf-blind, will be substantially different from the competency goals and performance indicators developed for other pupils.

The Individualized Education Program should be used to determine the competency goals and performance indicators for exceptional children. The Individualized Education Program, mandated by State and federal legislation, must include (1) a statement of the pupil's present levels of educational performance, (2) a statement of annual goals, (3) a statement of short-term instuctional objectives, (4) a statement of specific education and related services to be provided to the pupil, (5) a description of the extent to which the pupil will participate in regular education programs and a description of the program to be provided, (6) the projected dates for initiation of services and the duration of services and (7) objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not the short-term instructional objectives are being achieved. Some of the competency goals and performance indicators in this publication will be appropriate to include in the Individualized Education Programs for some exceptional children.

The Individualized Education Program is to be developed by a committee composed of a representative of the local education agency other than the pupil's teacher, teacher(s) of the pupil who will be responsible for implementing the Individualized Education Program, the parent(s) or guardian(s) of the pupil, the pupil when appropriate, and other individuals at the discretion of the parent(s) or the local education agency.